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# SAFETY

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# Education

Summer 2011



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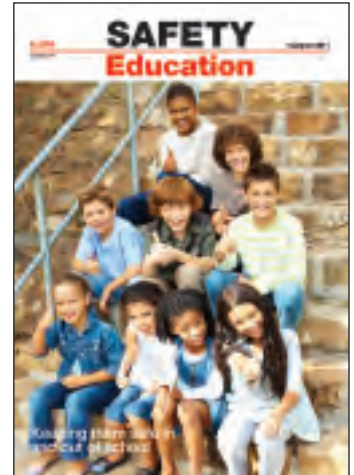
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# Target is young driver safety

**Cambridgeshire Advanced Drivers and Riders are tackling young driver safety head on. Working with the fire service and other agencies to deliver the Drive 2 Arrive road safety campaign in Cambridgeshire schools and colleges, CADaR is aiming to change young people's opinions and helping to make the county a safer place.**

Drive 2 Arrive consists of 15 minute micro lessons delivered to groups of up to 16 students at a time to address driving issues and is designed to create maximum student participation.

During this lesson the students are asked to identify not just the possible consequences of irresponsible driving but also the benefits which responsible driving

can bring.

The students then explain to the group the pros and cons that they have identified.

Mid way through the activity the students discuss the pros and cons of standing up to their peers to tackle irresponsible driving behaviour.

Pros and cons is one of seven lessons;

- Pros and cons
- Hazards and distractions
- Judge and jury
- Cool wall
- Speed
- Driving with mates
- Statistic interrogation

Station Manager Martin Ockenden the Cambridge Fire and Rescue Service road safety lead officer said "I would like to thank the instructors from CADaR who



## Leeds sign up

**An innovative new partnership between the THINK! child road safety campaign and The Leeds United Foundation has been launched .**

The Leeds United Foundation will use its after-school clubs and activities in schools and on match days to help youngsters learn about road safety with THINK!'s Tales of the Road materials.

The new initiative will focus on helping six to 11-year-olds learn how to find safe places to cross the road after evidence showed that this is a key factor in helping children stay safe on the roads.

Alan Scorfield, education project manager at The Leeds United Foundation, said: "As part of our involvement in the THINK! 'Tales of the Road' campaign, we will be visiting around 50 primary schools across Leeds to deliver classroom activities and raise awareness of road safety. We will also be running activities on match days, supported by members of the teams and our mascot, Lucas the Kop Cat."

Blackburn Rovers, Sunderland and West Bromwich Albion are also running similar schemes.

## Parents set bad example

**One in 10 parents know a child who has been knocked over by traffic, new research shows. However, many parents and children are still putting themselves at risk, with one in three parents admitting they cross the road while talking on phones, texting or listening to an iPod/MP3 player.**

Car insurance specialist, Admiral, questioned parents and children to find out about their road safety habits and worryingly found less than half of parents (42 per cent) follow the Green Cross Code when crossing the road and almost one in five children (18 per cent) say they don't. This is despite the research also showing most parents feel today's roads are busier (85

per cent), with people driving faster (70 per cent) and being less considerate to pedestrians (61 per cent) compared to when they were children. Despite not always following it, parents also think following the Green Cross Code is more important than ever before (45 per cent).

Commenting on the survey's findings, Kevin Clinton, head of road safety at the Royal Society for the Prevention of Accidents, said:

- "I have learnt many things that I will take into account, not just for now, but for the rest of my life! Thank you!"
- "That you should not drive

- recklessly"
- "The dangers about driving inappropriately"
- "I have learnt all the dangers of driving and how little things can go wrong when full attention is not paid on the road"
- "It was eye opening"

The lessons have been developed by members CF&RS with the assistance of Cambridgeshire and Peterborough Road Safety Partnership.

## Keeping school trips going

Keeping school trips on the agenda in Scotland is a key priority for the Royal Society for the Prevention of Accidents and it has launched a new series of bespoke workshops to provide teachers with the skills and knowledge to run safe and exciting trips.

RoSPA Scotland hopes the workshops, to be run within organisations, will help teachers to overcome their fears about taking children out of school, and give them the confidence to plan and risk assess school trips effectively.

Karen McDonnell, head of RoSPA Scotland, said: "Planning a school trip doesn't need to involve masses of red tape, and these workshops aim to show teachers just how simple it is to conduct risk assessments.

"We are always disappointed when teachers tell us that they have been put off running school trips because of the perceived dangers and bureaucracy involved. Millions of British children go on school trips each year, and the vast majority of visits happen without serious incident.

"School trips have huge educational and wider social benefits for children; and trips provide ideal opportunities for children to learn about challenges and risks in their lives. We need to promote a culture where things are 'as safe as necessary' not 'as safe as possible'. Restricting children unnecessarily will not help them to cope confidently in later life."

The workshops are aimed at teachers and others with responsibility for organising and running school trips. They cover:

- Legal obligations and responsibilities in connection with school visits and trips
- How to manage and control the health and safety risks associated with taking pupils out of school
- Factors associated with

higher-risk activities including visits to foreign countries.

Workshops begin by looking at schools' individual school trip policies, ensuring that each session is tailored specifically to delegates' needs and take a look at what can happen in the unlikely event that something goes wrong on a trip.

Sessions also look at the planning of a school trip at home, and abroad, using RoSPA's guidance as well as that from local authorities.

Simple measures RoSPA recommends schools take when planning trips include:

- Ensuring teachers have the necessary competence and skills to lead the trip they are planning
- Involving young people in the risk assessment process
- Ensuring parents are fully aware of what is planned so that they are happy their children will want to participate
- Making sure what is done has been planned properly (not making last-minute decisions to introduce new activities which have not been properly thought through)
- Having a plan B and plan C in case circumstances (e.g. weather, travel arrangements) alter while on the trip.

If you would like to organise a workshop for your organisation, please contact Jennifer Fergusson, RoSPA Scotland's tele-business delivery and administration co-ordinator, on 0131 449 9378 or email [jfergusson@rospa.com](mailto:jfergusson@rospa.com).

## Blog to air your views

**Has a safety topic rattled your cage? Has something in the news piqued your interest? If you're a teacher, safety professional, or simply someone with an interest in health and safety, RoSPA's new blog "Safety Gone Sane" will have something for you.**



## Teacher heads back

**Head teacher Heather Holt has a go on a back-to-back tandem. Heather is head of Loddon Primary School in Earley, one of the first schools in Wokingham to host a Bikeability course.**

The council obtained a grant from the Department for Transport to pay for up to 600 children to receive

Bikeability training in 2011/2012.

Cycle training coordinator Jill Bissell said: "In the Wokingham Borough we have a huge demand from parents for cycle training to help their children cycle more safely on the roads, by improving their cycling skills, behaviour and hazard awareness."

Experts from many fields of health and safety (also including home safety, water and leisure safety, road safety and workplace safety) contribute their news and opinions on a regular basis, giving you the opportunity to get involved.

RoSPA isn't just about edu-

cation and information: it wants to hear from the people involved. You may be an interested member of the public, or safety may be integral to your job – why not join the dialogue?

Visit [www.safetygonessane.wordpress.com](http://www.safetygonessane.wordpress.com) and get involved.



# Project aims to widen knowledge

Lyn Morris, founding co-director of Stilwell Road Safety, officially launched their srsCULTURE project at the RoSPA road safety seminar in February. The aim of the project is to provide on-going road safety education to as many groups of road users as possible, based on the philosophy that the more you know and understand about your environment, the safer you will be in it – and this applies to all walks of life.

Ian Proctor, head of road safety at Kent said of the project "Through its innovative web-based approach srs CULTURE enables communities to engage with road safety in a manner which is both accessible and relevant to them...con-

tributing to road safety being promoted 'by' local communities rather than 'for' local communities, keeping this important work fresh, appealing and contemporary."

Lyn and her colleagues identified that road safety is a lifelong education process which doesn't begin and end in school, but nevertheless should still use approaches based on sound educational practice – designed to develop appropriate attitude and behaviours.

Starting in schools, under 'Every Child Matters', the CULTURE process ensures that not only will all the children in a member school get a comprehensive road safety education, but because it is



delivered within a strategic framework the school will also be providing an ethos of road safety, permeating their everyday activities as well as

the curriculum.

srsCULTUREforSchools aims to deliver the 10 principles of effective safety education by adopting a whole school approach, encouraging active teaching and learning in both the formal and informal curriculum.

The lesson plans follow the spiral curriculum, and support teaching staff to facilitate pupils making real decisions in real settings, safely. The curriculum bundles also contain very comprehensive guidance for teachers on the road safety aspects of the lessons and how these link to child development and to other areas of the curriculum.

The website is already up and running, membership is very affordable and can even be funded by sponsorship from families or local businesses. Further CULTURE programmes, including for young drivers, work, parents and senior citizens, are soon to be launched and it is hoped that the team will eventually have a dedicated sector for all road user groups.

All srsCULTURE members will be encouraged, by using the built-in evaluation process under development, to feed into the E-valu-it tool for evaluating road safety programmes and thereby informing future road safety strategy.

Visit [www.srsculture.org.uk](http://www.srsculture.org.uk) for more information.

# Crash magnets tool box



A new edition of a road safety tool box aimed at teenagers has been launched in South Lanarkshire.

The new edition of Crash Magnets encourages the young people to acknowledge the choices they have as independent travellers as well as the risks and responsibilities of becoming a driver.

It stresses the importance of positive attitudes and behaviours before young people get behind the wheel of a car.

Chair of South Lanarkshire Council's Road Safety Forum, Councillor John Murray, said: "Road Safety education is vitally important in shaping opinions and attitudes to speeding; drink-driving, drug-driving and in-car safety."

## Four get qualification

**One of the aims of the Child Safety Education Coalition was to increase the capacity of practitioners who work with children and young people to prevent injury.**

In 2008-9 five CSEC members put themselves forward for a national qualification in Personal Social Health and Economic education known as the PSHE CPD qualification. The course is delivered locally but assessed nationally by Roehampton University.

The qualification includes having sessions observed by a qualified teacher and the development of a portfolio of evidence of effective practice.

Four candidates have successfully completed the qualification (one has re-submitted after feedback from the assessor). In February 2011 Jane Stark, Andy Townsend

and Cassius Francis travelled to London for the presentation of their certificates at RoSPA's national safety and risk education committee. The fourth candidate, Rob Cotterill was successful but not able to attend.

Also in attendance at the meeting was Margaret Jones (HMI for PSHE at Ofsted) and John Lloyd of the national PSHE Association. John said "Safety education is an important part of PSHE education and it is great that they have all had the opportunity to think how their work contributes to the health and wellbeing of children and young people."

Jane Stark said that the most useful part for her in the training was to have her lessons observed. "The feedback I got really helped me to



**Jane Stark receives her certificate from David Robinson, committee chair**

understand how best to help children learn to keep themselves safe. I hope to use what I have learned in my role as health improvement practitioner specialist – accidents for NHS Wakefield."

Six more candidates have

enrolled on the course and will be submitting their assignments in the near future. If you are interested in learning more about this national qualification, please contact Jenny McWhirter (jmcwhirter@rospa.com).

## Ringway award goes to Thomas

**Highway and construction services firm Ringway has been working with Staniland Primary School to provide a safer way for pupils to navigate around hazardous road works near to the school.**

The school, in Boston,

Lincolnshire, ran a competition for its pupils to design a road safety plan for the area which had to cover all modes of transport from cars and lorries, to cyclists and pedestrians. The plan was to raise awareness of road safety

among the pupils at the same time as highlighting ways in which all modes of transport can safely manoeuvre around the road works at the same time.

Ringway and client project staff are turning the winning design into a construction project with the winning pupil taking a lead role in the process.

Bob Sutton, the contracts manager for Ringway in Lincolnshire, said: "We have all seen incidents when children come running out of school, full of energy, and temporarily forget their road safety rules. So it is really important children understand the dangers of traffic and navigating safely around busy road works.

"This competition is an ideal way of teaching them about road-signs, road markings and the safest way to behave in such conditions. It is a pleasure to work together with Staniland School on such an enlightening project."

For the competition entries, pupils could use road markings and signs which are used every day on our highways or, as long as it was clear what the instructions were meant to be, they could design markings and signs of their own.

They were given two different areas around the school for which to design plans. The first being a crossing between the school playground and school playing field; the second area where the playing field extends up to the end of a play equipment area.

Head teacher, Rachel Creasey, and Ringway will be shortly start constructing the design, created by Thomas Maund, age 8, for all pupils to use. Each of the pupils from Staniland School will be given the chance to assist with the construction and winner Thomas will help supervise the project as it progresses. The competition winner will also be asked to open the new facility upon completion.



**Winning pupil Thomas Maund with Bob Sutton (left) and Ian Sweeney, from Lincolnshire county council**



# Spotlight on parents

RoSPA has been host to its fourth Changemaker's Young Advocate, Zahida Begum, who investigated home safety among young parents. Zahida produced a report highlighting the views of young parents and making recommendations for RoSPA and other home safety professionals.

Four focus groups and safety workshops were carried out with 26 parents who are or were teenage parents. The aim of the project was to gain an insight into the attitudes towards safety in the home and to gain an idea of how safety messages could be better tailored to meet the needs of this target group. The sessions received a high satisfaction rate and the researcher was able to conclude that educating young parents is pivotal to raising awareness of potential risks and dangers.

RoSPA feels that this research will help towards its

aims of working with young people i.e. young advocate, to break down the barriers which can often hinder delivery of safety messages to one of the highest risk groups... teenage parents.

Zahida's report, 'Educ8 2 Keep Myn Safe' makes the following recommendations:

- Increasing media coverage of home safety messages via channels which will reach young people, such as social networking
- Implementing home and child safety sessions for 14-16 year-olds in schools
- Encouraging young parents to design useful gadgets containing safety messages, such as fridge magnets
- Including information about safety equipment in a bounty pack which pregnant women receive
- Introducing an automated text message service providing information and advice

- Training young parents to spread safety messages to their peers.

Zahida organised four focus groups Birmingham Rights of Children, Bromford Housing Group, St Basils, St Michael's Fellowship (young fathers). During the sessions, held in Birmingham and London, young parents said that it is "often easy to forget" about safety issues; and that although information was provided through health visitors and midwives it often didn't get through.

Some participants said they felt "desensitised" when they had been exposed to "too many" safety messages.

What is considered to be a risky situation among young parents?

The 'Draw and Write' task (McWhirter,) was used to identify what the parents considered to be risky in their homes and what they could do to make this situation safer for their child.

The most common responses mentioned in all groups at least once included the cooker: because it was hot, and the child could often reach up and grab handles which were hanging over the cooker; the stairs because the child could easily fall and plug sockets because the

Some comments from the parents

'It wasn't exactly an accident the fire when I was about three with the matches.' (Jane age 17 from St Michael's)

'It's just easy to forget when you go to do something, but you forget because the kids are so small' (Emma age 17 from St Michael's)

'That's important about the things that I could have never left my child alone with or even three years old' (Adrian age 22 from St Michael's)

child was likely to put their fingers inside and risk electrocution.

Other instances which the parents reported included the dangerous naked flame of a candle, cleaning products stored in a child-accessible cupboard, sharp corners on furniture, fireplace danger, unlocked front doors, hot drinks left within reaching distance and untidy wires.

One parent described a situation where she was 'straightening her hair' while smoking a cigarette, she noted that she was not watching her child therefore she would put the child in the cot to reduce the risk of an accident occurring; this instance is discussed further in the full report. Overall parents demonstrated a high ability



Zahida presents her report to Sheila Merrill, RoSPA's public health adviser, as Andy Howell from Changemakers, Tom Mullarkey, RoSPA chief executive and Cassius Francis, RoSPA youth liaison worker look on



# S' views

to identify these and demonstrated initiative in reducing the presented risks.

Eighteen of the parents were aged 19 and above, while eight were aged 17-18. Two of the parents had children who were aged above four, and three had children aged below six months.

parents

nt. My mom left matches on the table, and I set the house on fire (age 20 from St Basils group)

you have kids because you want to do something else and wants you to.' (from St Basil's Group)

age group, because I know my daughter at the age of two could for five minutes.'

(Michael's Fathers Group)

Seventy seven per cent of the parents had children aged between one and four years.

Only two of the parents considered themselves to have a disability.

Twelve of the participants were white-British, three were of black African origin, another three were white and black Caribbean, five were black Caribbean and two were white-Irish.

All of the parents from 'St Basils' classed themselves as homeless (9/26), while all of the parents from 'Rights of Children' group classed themselves as 'in or leaving care'; however, the majority of St Michaels fellowship and Bromford housing group regarded themselves to be of low income (66 per cent in both cases) only two of the parents saw themselves as lone parents.

Eleven of the parents were

unemployed at the time of the focus groups, three were in some form of training, eight were in education, (two of these eight were also either employed or self-employed) and one parent was self-employed. Twenty three per cent of the parents had no qualifications of any form while 35 per cent had NVQ's, 19 per cent had qualifications above level 2 (GCSE's at grades A\*-C, including maths and english) and only 15 per cent of the parents had A-levels.

The 'Better Safe Than Sorry Report' notes that "there is a significant social class gradient in the death rate of children from injury or poisoning. For children of parents in 'routine occupations' (National Statistics Socio-economic Classification class 7), the death rate is 2.6 times higher than that of children of parents in 'higher managerial and professional occupations' (NS-SEC class 1).

However, the greatest difference in mortality is between children of parents who are employed and children of parents who are not. The death rate of children of parents who have never worked or are long term unemployed (NS-SEC class 8) is 13.1 times higher than that of children of parents in NS-SEC class 1.

The children of the father's group at St Michaels spent the majority of their time at the mother's residence. During that time the father did have access to the child, it appeared that most of this time would be spent at a grandparent's house, where the father felt there was a safer environment for his child.

Zahida said: "I feel the project was very important in relation to the community and our society especially during these difficult economic



Zahida designed this poster to support her project

times. Many home safety projects have had funds cut. I strongly disagree with this because I feel that one of the most effective ways to save public money would be to invest in accident prevention rather than to deal with the expense incurred after accidents, as these costs are not only tangible but cause thousands of people long term psychological and emotional distress."

Tom Mullarkey, RoSPA's chief executive, said: "This was a great piece of original work, thoughtfully scoped and expertly delivered. It has added to our knowledge and provided real insight into one of the most hard-to-reach issues we tackle at RoSPA, the real-life impact of our efforts. Zahida is to be congratulated on her excellent rigour and professional delivery."

Sheila Merrill, RoSPA's home safety manager for

England, who commissioned the research, said: "Zahida was friendly and enthusiastic. She carried out a very challenging piece of work with professionalism providing RoSPA with an excellent piece of research."

Accidental injuries are the most frequent cause of death among children aged over one year. The home is the most common location for an accident, with young children being particularly vulnerable. Half a million under-fives visit A&E in the UK each year after suffering an accident at home. Every year they leave many thousands permanently disabled or disfigured for life.

Zahida's full report can be found at <http://www.rospace.com/homesafety/Info/young-parents-report.pdf>. Change-makers works with organisations which want to improve or increase the ways they engage with young people.

# Frank's fresh view on road

Frank McKenna is well known to RoSPA – he is a member of the road safety committee and a regular speaker at RoSPA road safety congresses. He is also known professionally for his work on hazard perception, which led ultimately to the implementation of the hazard perception test as part of driver testing.

As a psychologist Frank McKenna began working on road safety almost 30 years ago. He recalls, with some irony, that his interest arose 'by accident' when he was offered a job for at the Applied Psychology Unit at the University of Cambridge, for which he had no previous experience.

It seems that that lack of experience was the best possible start as he began his research with no prior assumptions about what individual factors influenced road accident involvement. A review of the literature at the time revealed a lack of evidence for what works in preventing road accidents and that interventions were based on 'little more than superstition'.

Professor McKenna had two other advantages at this early stage in his career: regular contact with road safety practitioners to whom he is often asked to speak, and communication with victims and families of victims with whom he has often shared conference platforms. "It is profoundly unnatural to outlive one's children, and yet this is what happens in families where a young person is killed in a road accident," he said.

Throughout his career these two motivations: scientific curiosity and the desire to reduce road casualties, especially among the young, have sustained him and made him one of the most influential figures in road safety in the UK today.

The RAC 'think piece' focuses on road safety education.

Last year Professor Frank McKenna wrote a 'think piece' for the RAC Foundation on road safety education 'Education in road safety: are we getting it right?' Recently Jenny McWhirter, RoSPA's safety and risk education adviser, discussed the issues raised by the paper with Professor McKenna.

Frank defines education as the communication of knowledge: from "one to many" and distinguishes this from training, which is skills based. This distinction may seem odd to teachers of Personal Social and Health Education which aims to develop young people's knowledge, skills and attitudes.

Frank acknowledges this dilemma and suggests that educators need to be clearer about their aims and objectives when planning an intervention. This would make it much easier to establish if we are "getting it right".

He also stresses that much of what he says about road safety education applies to other health concerns such as drug education and to public health interventions in general. The reference list at the back of the article attests to this since it draws on published studies from across the whole of public health.

So what are Frank's key messages for road safety practitioners?

"First do no harm." This is an important ethical principle in medicine as well as public health, but also has practical and financial implications. We can't afford to waste resources on interventions which do not work, or which may make matters worse.

An example of interventions which could contribute to making matters worse is one which contributes to a misperception of the social norm. Interventions which highlight the frequency of un-

safe driving by young people can lead to the perception that most young people drive recklessly, speed, drink and drive and do not wear their seatbelts. A moment's reflection will reveal that this is not the case.

Rather, Frank says, we should focus on the outcomes for victims and their families. Even a minor collision can have serious health and financial consequences which, if they could be prevented, would benefit individuals and society as a whole.

The next key message relates to planning interventions. It is not enough to want

the world to be a safer place. We need to plan our interventions on the best possible evidence available. Currently that evidence is very sparse (across the whole of public health, not just road safety). In the absence of evidence we need to focus on theory.

Unfortunately too few practitioners (e.g. road safety officers, fire and rescue officers, teachers) have the opportunity to study public health theory in any depth. Most road safety practitioners are professionals in their own sphere: fire and rescue officers are experts in saving lives, teachers are experts in their subject and in understanding how children learn at different ages and stages.

However, Frank points out that 'expertise does not generalise'. We can be experts in one area but well-meaning amateurs in another. However, it can be difficult to acknowledge this when we are fired up with emotion generated by the death of a young person in a road accident.



Professor Frank McKenna



# safety



**Jenny McWhirter, RoSPA's safety and risk education adviser**

It is also important to recognise that power is not the same as expertise. Seniority in an organisation, or politically,

## We can be experts in one area but well-meaning amateurs in another

does not automatically confer an understanding of how to prevent road injuries. Having an understanding of public health theory would help policy makers, funders, managers and practitioners plan more effective interventions.

This leads Frank to his next key message: We need to be clear about what we are trying to achieve. The overall goal of road casualty reduction may not be achievable through road safety education, so we should not claim that it is. Rather, we should focus education interventions on education outcomes.

While we may not have much evidence that road safety education works, this is not the same as saying that road safety education does not work. Theory suggests that under some circumstances road safety education can work. We should be looking for interventions which have this potential and describe the

aims and objectives as clearly as possible.

In these times of austerity the next key message may be the most important – and the most difficult to communicate. We must evaluate what we do, to find out if it is effective – and of course we must learn from the evaluation which means publishing our findings as widely as possible, even if those reveal that we did not get it right.

Frank admits that his own work has not always been rigorously evaluated. The introduction of the hazard perception test is a good example. When asked what would be needed to prove that the introduction of this test would help new drivers to be safe, his proposals were not followed up. “We need to change the culture so that interventions are properly

planned and that evaluation is included in that planning.” Again, policy makers, funders and managers need to lead the way by expecting evaluation.

So what is the answer to the big question: Can road safety education work? Here Professor McKenna is at his most hopeful. Road safety education can work in two possible ways:

Directly, from knowledge gain and/or attitude shift.

This is theoretically possible but we don't yet have good enough evidence to support this.

Indirectly, as a way of enabling other approaches, such as legislation or the use of engineering solutions.

There may be better grounds for pursuing this approach. This could be the means by which education has contributed to the changes in our behaviour with respect to a wide range

of health improvements in recent years, including reductions in smoking, increased use of seatbelts and installation of smoke alarms. Perhaps the aim of road safety education should be to contribute to long term cultural change, rather than road casualty reduction.

What is clear is that we

can't go on as we are, relying on outdated beliefs, poorly articulated aims and objectives and overly ambitious outcomes. Frank McKenna's paper should make us all stop and think – can we get it right?

Frank McKenna (2010) Education in Road Safety: Are we getting it right? RAC Foundation Report 10/113

# Evaluate to educate

By Jenny McWhirter

**One of the key points which Professor Frank McKenna makes in his article: 'Education in road safety: Are we getting it right?' is that we do not plan road safety education with theory in mind, neither do we evaluate what we are doing to see if we have made a difference.**

Back in 2009 I was invited to meet researchers from the Transport Research Laboratory. TRL had been asked by the Driving Standards Agency to develop a new approach to changing learner drivers' attitudes to safer driving.

The objectives of the project were to help learner drivers to:

- Understand that being a safe driver is an important element of being a good driver
  - Reflect on solo driving and how this will impact on their lives
  - Understand what makes novice drivers vulnerable and what increases their risks of collisions
  - Recognise their limitations as drivers and develop self evaluation skills
  - Develop self efficacy and risk mitigation strategies
  - Take responsibility for learning to be a safe driver
- Britta Lang, a researcher at

TRL, had reviewed theories of behaviour change and recognised that in order to achieve these objectives it is important to engage learner drivers actively in the development of their knowledge and understanding of safer driving, not only in the physical control of the vehicle, but also in understanding the risks associated with being a new driver. Jenny was asked how TRL could develop a workshop which addressed the objectives and met the requirements of the theory behind behaviour change.

The result was a two hour workshop in which learner drivers (who did not know one another!) could discuss: what being a good driver means (objective 1); why they were learning to drive (objective 2); what makes novice drivers vulnerable (objectives 3 and 4); strategies for managing risky situations (objective 5) and how to approach their driving lessons as an opportunity to learn to drive, rather than just to pass their test (objective 6). A proportion of the time at each workshop was spent helping the participants to get to know one another so that they would feel comfortable to ex

Continued over

# 'It's good because it teaches'

## Continued

change views and contribute to the discussion.

During the planning phase TRL developed a range of evaluation strategies to inform the further development of the workshop. Learner drivers were offered incentives to participate in the workshops and to complete a questionnaire based on the theory of planned behaviour (see the glossary in [www.roadssafetyevaluation.com](http://www.roadssafetyevaluation.com) for a description of this theory) prior to and immediately after the workshop, and participation in focus group discussions following the workshop.

Altogether 42 learners aged 17-26 years attended pilot

workshops in the midlands and south of England. The evaluation suggested that most of the learners enjoyed the sessions and found them interesting. They were both surprised and pleased at the high level of interaction.

One participant said "We were given the chance to express our views freely. Our views were questioned rather than corrected. I liked the fact that we did not get preached at."

Some learners recognised the approach as similar to their PSHE lessons in school, and said school would be a good place to do this kind of session, although others enjoyed the element of discussing with people they did

not know. However, some thought the workshop was a bit too like school!

Several remarked on how their driving lessons did not include many of the facts or topics introduced and one said: "I would recommend it; it's good because it teaches you more than the driving instructor or theory test."

Most interestingly the questionnaire findings suggested that learners' attitudes towards safer driving had improved significantly in the short term, although there was no change in the already high scores for self efficacy.

Without a control group we cannot reliably say that the changes were all a result of the workshop. Neither can we

say that the changes would result in any change in behaviour, although some participants thought it would. One said "I feel like I could change how I would act in a car. I need to be more calm and aware of people around me." However, the findings were encouraging and in line with theoretical predictions.

The full report can be downloaded from: [http://www.trl.co.uk/online\\_store/reports\\_publications/trl\\_reports/cat\\_road\\_user\\_safety/report\\_development\\_of\\_a\\_discussion\\_based\\_intervention\\_for\\_learner\\_drivers.htm](http://www.trl.co.uk/online_store/reports_publications/trl_reports/cat_road_user_safety/report_development_of_a_discussion_based_intervention_for_learner_drivers.htm)

We are now considering how to improve the workshop and develop a version to be trialled in schools.



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# E-valu-it: Enabling Evaluation

By Lindsey Simkins

**One of the key reasons given for why people do not evaluate their work is that they simply do not know how. There is already a positive awareness among both practitioners and procurers of the need for evaluation in road safety education. Awareness on its own, however, is not enough.**

The project team behind [www.roadssafetyevaluation.com](http://www.roadssafetyevaluation.com) and E-valu-it recognised

and analysed their evaluation data they can return to the Toolkit which assists in the structuring of an evaluation report. If the user chooses, the completed report can then be uploaded into the reports section of the website where everyone can read the results, thus furthering the sharing of good practice.

Reports describing what and why interventions have not been successful are just as important as those which do demonstrate effective-

The main interactive part of the website is the E-valu-it Toolkit

this and developed the website and training support to create, not just a desire to evaluate, but the skills and knowledge necessary to 'do' evaluation.

The website was funded by the Department for Transport and designed by RoSPA, and is a free to use resource for anyone interested in evaluating their interventions. While targeted at road safety education, training, and publicity interventions, the evaluation advice within the website has much wider relevance.

Alongside the advice, the website acts as a repository of road safety ETP evaluation reports, via a free to view 'reports' section.

The main interactive part of the website is the E-valu-it Toolkit. After users have created a free E-valu-it account for their project they are asked a series of questions about the intervention they have in mind.

These questions help users to plan their intervention, for example by asking about problem analysis, aims and objectives. Crucially though the questions enable the Toolkit to provide tailored recommendations for each user about how to go about evaluating their particular intervention.

After users have collected

ness, and it is these reports which are especially encouraged.

At any time users can contact the E-valu-it support



team for help at: [Evaluit@rospa.com](mailto:Evaluit@rospa.com) or visit the LinkedIn group: [Roadsafety evaluation.com](https://www.linkedin.com/groups/Roadsafety-evaluation-com).

The website was launched last December and now has over 250 users, with 152 live projects between them.

## Future looks bright

**Members of two practical safety education projects, CSEC (the Child Safety Education Coalition) and LASER (Learning About Safety by Experiencing Risk), are laying plans for future work to help children and young people stay active and keep themselves safe.**

The final arrangements are being made to wrap up the projects in their current forms and both sets of members have expressed an interest in joining forces in the future under a new name.

Both projects were founded on a belief that children and young people can best learn skills for keeping themselves and others safe by having opportunities to experience risk.

Launched in 2009, CSEC, a member organisation hosted by the Royal Society for the Prevention of Accidents and funded by the Department for Education, encouraged and

supported "high quality practical safety education" through everyday activities that helped children learn about danger and how to cope with it.

The LASER project began at RoSPA in 1999 and was funded by the Department of Health. Its ultimate aim was to establish good practice guidelines for interactive safety education schemes. In 2005, it received further funding to undertake a programme of voluntary accreditation for permanent safety centres and annual events.

At a joint meeting, project members said they hoped a new initiative formed from CSEC and LASER would have the advantage of being able to operate throughout the UK. Previously, funding criteria meant activities were restricted to England.

Peter Cornall, RoSPA's head of leisure safety, said: "CSEC and LASER have been suc-

cessful projects, and have been a breath of fresh air when it comes to safety education, so it is sad to see them go in their current forms. However, this also opens up new opportunities to reach more children all around the UK, as well as getting more children and young people involved.

"Children need to experience risk in order to develop the skills to cope with all that life throws at you. Wrapping children up in cotton wool is not good for anyone, and is something we have been working to avoid."

Following the joint meeting, Errol Taylor, RoSPA's deputy chief executive said: "I was struck by the enthusiasm shown by CSEC and LASER members to involve children and young people in decision-making while pooling resources, sharing best practice and developing an influential voice for the sector."

# Hard lessons in safety

**The Daily Telegraph reports that children should be encouraged to climb trees and graze knees, according to recommendations from the HSE and Play England. In a victory for common sense, guidelines say children should be allowed to take risks, and councils should not pander to over-anxious parents.**

A seven-year-old was forced to sit through three hours of lessons with a broken elbow after two first aiders failed to spot the injury. She was in "terrible agony" after falling from a climbing frame at school in Tewkesbury.

**A schoolboy was injured after falling 12ft from a tree in Stratford-upon-Avon. The 12-year-old hurt both arms in the fall.**

A group of teenage school students wanted to leave a rain-soaked Dartmoor before a 14-year-old girl drowned in a swollen stream, an inquest jury found as it returned a narrative verdict over the death in 2007. The coroner made three formal recommendations to improve safety. She called for students to have more than two training trips to the moor before undertaking the Ten Tors event, for all team leaders to be properly qualified, and for the Health and Safety Executive to check that independent schools reach the same safety standards as state schools.

**A 50-year-old teacher who lost her voice trying to make herself heard in a noisy classroom has accepted more than £150,000 in compensation. She quit teaching after developing nodules on her vocal cords, blamed on having to raise her voice over the din from a nearby children's playground.**

A three-year-old boy with a severe brain condition was left in a council minibus for five hours, after the driver failed to notice he was still strapped into his seat at the end of the morning school-run. He was discovered by the afternoon driver. Coventry City Council has suspended the morning driver and launched a full investigation.

**One hundred children were hurt, seven of them seriously, in a stampede on school stairs in western China. They were running to exercises in the playground when some tripped, sparking the stampede.**

Two 15-year-old girls, who were off school because of the snow, needed surgery to their legs following sledging accidents at a Cheshire park.

**A two-year-old girl died after her neck became wedged in an outdoor playhouse which had been modified by a nursery, causing her to have a heart attack, a Chelmsford inquest heard. She was discovered at the end of a 25-minute playtime. The court heard it was possible she could have been saved if resuscitation attempts had started immediately.**

A 13-year-old boy is being taught in isolation for breaching his school's uniform policy by wearing plain black boots so he doesn't slip in the snow. The teenager has been banned from normal lessons at his school in Stoke-on-Trent since he started wearing the boots.

**Children's groups were warned not to play games in the dark after the Court of Appeal upheld a compensation award to an injured scout. The court upheld a £7,322 payment to a 22-year-old man who hurt his shoulder in 2001 while playing a game called Objects in the Dark. The Scout Association was ordered to pay costs and was refused permission to appeal to the Supreme Court.**

A 37-year-old technology teacher was sacked for taking a sledge to school to use as a teaching aid. He was accused of breaking health and safety rules when he allowed two pupils to use the racing sledge in 2009 at Cefn Hengoed Community School after sledging down the slope himself to check for hazards. A General Teaching Council committee found him guilty of unacceptable professional conduct and gave him a two-year reprimand, although he can continue to teach.

**The children's farm at the centre of Britain's worst E.coli outbreak faces paying out millions of pounds in damages after it accepted the blame for infecting almost 100 people. Goodstone Farm, near Redhill, Surrey, was sued for "substantial" damages by victims and their families over the outbreak in August 2009.**

An 11-year-old girl fell to her death while sliding down a banister at her school in Bethnal Green last October, an inquest heard. She fell two floors and suffered "multiple fractures of her skull". Verdict: accidental death.

**Traditionally, Boy Scouts gain badges for activities such as hill-walking or canoeing. But members of the 1st Shipston Scout pack, in Warwickshire, have earned themselves a more unusual one...traffic cop. In return for helping the police operate speed traps and lecturing offending drivers on the dangers of speeding, the boys, aged 10 to 14, have been presented with a community challenge badge in what is thought to be one of the first exercises of its kind in the country.**

A schoolboy scared away a pack of hungry wolves by blasting a heavy metal song at them. The music of US band Creed halted the pack as they closed in on the 13-year-old, who had been walking to his farmhouse home from the school bus stop. The snarling animals turned tail and fled after the teenager, who lives in Norway, played the song Overcome on his mobile phone.

**A 12-year-old girl has forced Anglesey Council to spend nearly £350,000 on pavements and road safety by complaining about her dangerous half-mile walk to school.**



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