



Learning to adopt safe practices

A survey for the Child Safety Education Coalition

January 2010

This survey explores the effectiveness of safety education in primary and secondary schools. Eleven schools were visited, lessons were observed, documentation was scrutinised and discussions were held with school leaders, governors, teachers, pupils and parents. Parents' views were also accessed by use of questionnaires. The survey identifies patterns in approach and practice and makes recommendations for improvement.

Table of Contents

Scope of the survey	3
Executive summary	5
Key findings	7
Recommendations	7
THE REPORT	
Schools' aspirations and assumptions (paragraphs 1 – 11)	8
Curricular opportunities (paragraphs 12 – 25)	14
Teachers' aims and concerns (paragraphs 26 – 27)	27
Pupils' knowledge and views (paragraph 28)	29
Parents' expectations (paragraph 29)	31
Managing provision (paragraph 30)	33
Notes (survey schools and research team)	35
Sample summaries of parents' questionnaires	36

Scope of the survey

This survey explores the effectiveness of safety education in primary and secondary schools. It was carried out on behalf of the Child Safety Education Coalition (CSEC). The coalition, hosted by the Royal Society for the Prevention of Accidents (RoSPA) has membership from more than 100 organisations concerned with safety education. The work is supported by the Department for Education. CSEC works to reduce unintended injury to children and young people through practical safety education. Further information on CSEC can be obtained at www.csec.org.uk.

Eleven schools were visited, five primary and six secondary. One of the schools is currently judged outstanding by Ofsted; four are good and six satisfactory. Four of the schools have improved strongly since being judged by Ofsted to be inadequate a few years ago. The schools are located from North Shields to Cumbria, Reading and Scunthorpe and are in six local authorities. Two pairs of schools are only a mile or two apart, but serve communities that are different in nature. The sample includes one selective secondary school and five church schools. The schools serve communities with both above and below average entitlement to free school meals, and with both above and below average numbers of minority ethnic pupils. The schools are listed at the end of this report, together with their Unique Reference Number (URN). Details of the schools' contexts and overall effectiveness can be obtained by entering the URN in the search facility on the Ofsted website www.ofsted.gov.uk.

One day visits were made to schools by researchers who were formerly members of Her Majesty's Inspectorate, or senior leaders in schools. On occasions they were joined by RoSPA staff. The research team is listed at the end of this report. Discussions were held with headteachers and often with other senior leaders. At each school there were meetings with two or three teachers.

Researchers met representatives of governing bodies and parents. Parents' views were accessed by questionnaires and in the great majority of cases, a substantial number of returns was obtained (summaries from three schools are appended at the end of this report).

The researchers met with groups of pupils. In primary schools this was usually a Year 2 and a Year 6 group; in secondary schools it was usually a Year 8 and a Year 11 group. Discussions with pupils were sometimes coupled with questionnaires or other writing tasks to tease out knowledge and views. On each visit, three or four lessons were observed. On some visits, the off-loading of pupils from cars at the school gate and pupils' playground activities were observed.

Researchers considered relevant school documentation and looked over display and other examples of pupils' work. There were discussions with headteachers at the end of visits and formal letters were sent to schools summarising impressions.

Researchers' notes, questionnaire returns and letters to schools form the evidence base for this report. Throughout the report, boxed text gives examples from this material.

The sample of schools was small, but reasonably balanced and representative. Researchers talked with more than 50 school staff and more than 150 pupils. About 40 lessons were

seen. Questionnaires were returned by 202 parents: the numerical patterns and comments are much the same from school to school. Overall, there was a good deal of similarity between findings by different researchers at different schools.

On the basis of this evidence, the report sets out a description of how things stand and makes recommendations.

Executive summary

Schools are keen to keep pupils safe and to help them learn how to look after themselves. This intention often carries strong commitment. Despite weaknesses in clarity of vision, policy and the management of provision, there are many instances of good practice and inspirational teaching in safety education, some of which are presented as cameos in this report. There are also many instances of missed opportunities. However, no unsafe practice was seen.

Though school leaders and governors expect staff to lead worthwhile practical activities, sometimes they could do more to clarify what is expected and assure staff of support if all professional protocols have been adhered to. Schools sense an increasing focus on keeping pupils safe and perceive some parents to be over protective. Some headteachers, governors and teachers note an increasingly censorious climate with regard to practical learning opportunities and the possibility of mishaps in school or under the care of the school.

Some schools overestimate parents' concern for a totally accident free environment. There is some uncertainty about „what is allowed'. The response to the changing culture sometimes varies even within schools. There is some increase in risk aversion among teachers, particularly with regard to practical work in science and outdoor pursuits. Some will use a video rather than do an interesting practical science experiment; some are reluctant to take initiative in leading outdoor activities. Meanwhile, some experienced staff who have done particular practical activities for years continue with what they know is worthwhile and are confident is reasonably safe.

Despite occasional anxieties, schools generally give good attention to how to adopt safe practices in many practical curriculum activities. Pupils learn how to deal safely with things that are hot, sharp or corrosive; they learn how to avoid injury to themselves and others in PE. However, though pupils “know better” they still make “careless mistakes” in these situations. Pupils value the advice they receive in curriculum contexts. The extent to which they remember specific points and build up generic skills varies. It is similar to cognitive and experiential learning in other matters. The more able pupils tend to retain and link information well. Increased opportunities to apply and extend skills consolidate and develop them.

Personal and social education gives an introduction to weighing up dangers and dealing with them that is generally appropriate to pupils' ages and experience. Road safety is addressed thoroughly in primary schools, but pupils' (and parents') behaviour in traffic at the school gate sometimes raises concerns about the application of learning. Opportunity to discuss threats on the street and peer pressure is welcomed by pupils. However, there remains anxiety about threatening situations out of school related to potentially violent individuals or groups. Some schools could be doing more to build greater confidence about this and at an earlier age. Primary schools try to cultivate sensible attitudes to unknown people and those from whom to seek help if lost. However, a few pupils are overly suspicious of those they do not know. There is currently strong emphasis on internet safety. This is often at the behest of parents. These initiatives sometimes convey the impression that the risks of chat lines and websites are greater than they are.

The extent to which teachers take the opportunity to mention everyday safety issues as they go through syllabuses varies from teacher to teacher. For instance, storage of flammable materials or dealing with a cut finger may or may not chance to be considered. There is a mixture of impressive practice and missed opportunity. Even where points seem to have been mentioned in passing, pupils are sometimes left confused – for example, thinking that they might put water on a chip pan fire. National curriculum programmes of study and examination syllabuses do not take enough opportunity to express an expectation that general safety issues will be covered alongside syllabus content (gas leaks in the home; factors involved when jumping into water etc). Therefore, what pupils learn about keeping safe in such real life scenarios is uncertain.

Parents recognise that learning to adopt safe practices is a responsibility that they share with schools and that contexts will develop according to pupils' ages. However while they expect a wide range of specific safety issues to be dealt with in school, they are unclear about what exactly schools do cover. Issues such as stranger danger, internet safety and road safety tend to be very high on parents' lists of "wants". Other matters such as water safety are more variable and more likely to be a concern if, for example, the school is near the sea. Some parents consider some activities that youngsters might get up to (such as climbing trees) as simply reckless and feel that they should not be dealt with at all. Primary schools often keep parents informed of some of the things being taught that relate to safety. However, in the main, schools do not do enough to keep parents in the picture about what specific issues are dealt with or the overall intention of developing generic safety skills appropriate to age and circumstances.

Pupils' experience of practical activities and opportunities to learn safety messages that are on the periphery of syllabuses and programmes of study can be quite variable, even within the same school, as they learn from different teachers. There is rarely an overview that ensures coherence and progression. Safety education is often ad hoc and a matter of chance, and more so in secondary than in primary schools. There are no strategies for quality assurance. Schools should clarify overall intentions and give guidance on what is to be covered by whom and when. The effectiveness of learning should be monitored and evaluated. There is a need for better leadership of safety education. School leaders generally agree.

There are no major differences in the quality of safety education that point to issues of location, catchment area or overall school quality. However, safety education tends to be more secure where other priorities for leadership and management have been well resolved.

Key findings

- Schools have a strong commitment to the aims of keeping pupils safe and helping them to learn how to adopt safe practices.
- There is considerable good practice and most pupils acquire good knowledge and habits.
- There is some concern among school staff about repercussions should things go wrong during practical activities and this can limit pupils' opportunities. The issue is sometimes overstated and more could be done to alleviate concerns.
- Schools' objectives with regard to facilitating practical learning opportunities while keeping pupils as safe as necessary are not clarified sufficiently.
- What pupils learn about the practices of staying safe, whether they learn it, when they learn it, how well they learn it, and whether their experience has coherence and progression are left largely to chance. There is an absence of clear leadership and robust management.
- Parents want the best for their children. Most have a balanced view on the need for practical learning that occasionally involves bumps and bruises. They expect schools to give extensive input on safety education, but are unclear what is actually covered. Schools have insufficient dialogue with parents on this.

Recommendations

- With the support of local authorities, schools should clarify their policies for safety education and practical opportunities for pupils to learn how to adopt safe practices. Staff should be assured of support when all professional protocols have been complied with. Professional associations could help in this.
- Schools should make clear who has leadership responsibility for safety education.
- Schools should have plans for coverage of specific knowledge and skills to ensure coherence and progression. Assessment of learning and quality assurance of teaching should be considered a requirement for schools to demonstrate that they have met expectations with this aspect of the Every Child Matters agenda.
- Schools should liaise more closely with parents to establish better partnerships on the joint responsibilities for safety education. Parents should be informed of what a school does, when and why.
- Appropriate governmental organisations, including OFQUAL, and the qualification awarding bodies, should take steps to raise the profile and impact of safety education requirements, where appropriate, in programmes of study and examination qualifications.

THE REPORT

Schools' aspirations and assumptions

1. Schools take pride in their arrangements for pupils' safety. Schools readily acknowledge the importance of safety education and the key objective of learning to adopt safe practices. In most schools, the collective starting point is determined by the belief that children and young people should experience practical opportunities that challenge them, and consequently help them to learn effectively about potential hazards, elements of risk and how to stay safe. One primary school has a policy document which states:

We need to safeguard pupils from real risks whilst giving them the freedom to make decisions, extend their physical skills and experiment within limits.

This school is clear in its aspiration to keep pupils as safe as necessary while facilitating worthwhile practical learning opportunities. That may not always be compatible with keeping them as safe as possible – which could be accomplished by aborting all activities that have an element of risk. Such balanced views are usually consistent amongst school leaders, governors and staff – at least as general aspirations.

2. In the main, there is a robust approach, at all levels, to practical opportunities for learning how to act safely. In many primary schools, canoeing, hill walking, archery and a host of other practical activities flourish, with teachers encouraged in these activities by headteachers who appreciate the value of such learning. With this approach, the current litigious climate does not prevent staff taking pupils off site to learn about issues such as road safety, "stranger danger", internet safety and how to play safely in parks. This point of view is also evident in secondary schools, though there can be variations between staff. The balanced perspective and sensible confidence of effective adult role models communicates itself to pupils. They are keen to learn how to take stock of the world around them and how to take care of themselves and one another. Where safety education is strong, pupils themselves have an aspiration to adopt safe practices.

...there are encouraging signs in this school that pupils are not made fearful by the focus on keeping safe. At the end of a description on how to ride a bike safely, one pupil added: "enjoy your riding". Several pupils gave descriptions of learning from minor accidents about what not to do in the future, such as: riding a scooter too fast; not being careful closing a car door; not holding on to a bike's handle bars. Some make delightful reading: "I learned not to walk on walls holding heavy bags"; "...not to play out in silly shoes". The pupils' questionnaire and discussions highlighted the pride pupils feel when they have successfully helped someone else.

3. By default, practice is often closer to keeping pupils as safe as possible rather than as safe as necessary. Primary schools sometimes consider that parents are over protective of their children. For instance, though families are encouraged to send

nine and ten year olds to school on foot or by bicycle, some parents persist in driving the short distance “to keep them safe”. Many parents clamour for support with protection of children when using the internet. In some secondary schools, some parents say their children, particularly daughters, are not allowed out by themselves under the age of fifteen. The extent to which such attitudes prevail varies with the culture of the communities that a school serves and there is variation within ethnic groups. However, schools assume that parents would feel there had been a breach of trust if a child had an accident while in the school’s care. Many schools are constrained by assuming that parents expect the school environment and school activities to be as safe as possible. In secondary schools, senior staff and governors are mindful of high profile instances where serious mishaps with practical activities in school or on trips have led to severe recrimination. Schools conscientiously strive to meet what they perceive to be the expectations of their communities, and assume that mishaps would have damaging consequences for the school. While recognising the importance of safety education and practical opportunities to learn about risks, schools often feel obliged to attach yet higher priority to keeping pupils 100 per cent safe while in school or under the supervision of school staff.

At one secondary school

The vice-chair of governors said: “We may be going over the top with health and safety in this country”, and went on to say that many activities that were common practice in schools, and that provided worthwhile learning, are not now being done because teachers are concerned about repercussions should things go wrong.

At another secondary school

A governor with many decades on the board recalls when risk taking was more widely condoned and facilitated. For instance, he remembers the open air pool with high level diving board which was a great attraction in the town. He says “...got to learn through exposure to appreciate the danger” and says there is a “fine line” between providing worthwhile learning opportunities and avoiding mishaps.

At a third secondary school

Governors see their role as ensuring that statutory requirements are in place, implemented appropriately and monitored. A governor says that too much concern about risk can reduce educational opportunities. There is a need to get the balance right, to develop independence and self esteem by increasing trust as students move through the school.

4. Though the national Every Child Matters Agenda places on schools a requirement to enable pupils to learn how to adopt safe practices, schools rarely have a policy for safety education. Elements of policy may be embedded in policy documents for the teaching of different subjects or for the organisation of out of school activities. There is an assumption that pupils will be guided about use of scissors or Bunsen burners as and when the need arises. There is also an assumption that advice about standing back from fireworks, not eating leaves and berries and not rushing down

stairs will be given by class or subject teachers at appropriate junctures dictated by common sense. What happens when, is rarely set out in writing, either specifically or in broad terms, in primary or secondary schools. Subject policy documentation sometimes makes passing reference to learning how to keep safe. For instance, one primary school has a PE policy which encourages practice such that “children are safety conscious from an early age”. Senior staff have a better impression of what is going on in primary than in secondary schools, with the routines of checking teachers’ weekly planning that are established in primary practice. Documentation is more likely to cover a “do-and-don’t” list for staff in order to maintain a safe environment – for example, the school’s storage of flammable materials, but not when science lessons cover storage and handling of flammable materials in the household. Many schools are meticulous in marking the edge of steps in an eye catching colour as a result of risk assessments; when a Year 9 boy was asked why the edges of steps were bright yellow, he replied: “Haven’t a clue”.

...this secondary headteacher said that the school meets requirements for health and safety but that safety education lacks coherence. Risk assessments are in place for generic things and are produced for specific trips. Science provides the basics of lab safety in Year 7, but thereafter bits and pieces are provided, not necessarily in a systematic way.

5. Health and safety documentation and safety rules can be thorough, but this does not necessarily mean that safety education is strong. Local authorities and schools are often meticulous in ensuring that health and safety checks and requirements are in order. Local Authority guidance and standard risk assessments sometimes fill more than one lever arch file. They give much admirable advice – for instance exactly how pupils should position themselves should there be a possibility of lightning. But it is unclear to what extent such detail has been assimilated by staff, still less conveyed to and understood by pupils. In fact, schools generally recognise, in principle, that risk assessments should be dynamic and involve pupils directly, and should not simply be fabrications to meet statutory requirements. This is often the case with outdoor expeditions, such as scrambling along a river bed at a primary school – which proved invaluable when a youngster momentarily slipped beneath the water. In best practice, staff discuss risk assessments with pupils who have medical or other personal difficulties and thereby manage to make alternative inclusive provision for affected individuals, for example, for those with asthma on a trip to see farm animals or when sulphur is being burned in the lab. Parents of pupils with limited physical capacity praise PE staff for their efforts to accommodate the needs and openness to discussion of practical possibilities, so that the pupil is not simply excluded because of risk. The wearing of goggles in practical science is best accepted by pupils when the nature of the risk is clearly shared. A blanket ruling that goggles will be worn even when the work in hand seems little different from what goes on in a kitchen at home courts complacency. One school had a very helpful “Licence to Cook” which took students through competences in hygiene and the handling of knives and hot things in order to “qualify”. Some documentation, rules and protocols may help to absolve those in the chain of command from blame should things go wrong. However, it

cannot be assumed that they ensure safety or teach pupils how to watch out for themselves and one another. It depends on how learners are included in the matter.

6. Governors take seriously their duty of care, particularly with the health and safety issues of buildings. They generally delegate responsibility appropriately to the headteacher and largely assume that a correct professional line will be taken, but expect to be consulted on new initiatives that have safety and welfare implications, such as trips that include an overnight stay. Where individual governors have a background in, for example, medical work or the scouting movement, their expertise and enthusiasm is often put to the service of the school. Such input can be very productive in confirming a reasonable and realistic stance on the notion of keeping pupils as safe as necessary rather than as safe as possible, for instance on trips out of school. Governors everywhere agree that there is a fine line on deciding how far to expose children to risks. It is common for a governor to be on the school's premises/ health and safety committee. Some governors investigate for themselves how things stand, for instance by analysis of accidents and first aid, looking for trends and the need for training or site development. Some governors engage with pupils on these responsibilities, and come to see issues through the eyes of a young person. Where governors involve themselves in this way, they are likely to be better placed to act as "critical friends" to the school in developing policy.

One primary school

This governor attends some school council meetings. He has great confidence in pupils' ability to identify hazards if given clear guidance. For example, they spot items like broken gutters, blocked drains and slippery paths, and take pride in reporting them "officially" to him.

Another primary school

A governor who is a health service professional analyses accidents and first aid to infants, juniors and staff on a termly basis and with use of a severity scale. Over the year, 664 incidents are recorded and analysed (vastly more than in the official returns to the local authority). The severity scale is defined and all severe accidents are described individually (fall on steps, rugby accident etc., though more detail on the location of and reason for the accident would be helpful). Infants had predominantly minor accidents peaking in the winter months; juniors had some more severe accidents, peaking in the summer months.

7. Personal, Social and Health Education (PSHE), sometimes allied with Citizenship, is variable in the extent and timeliness with which it meets pupils' needs. There are instances of inspired practice where pupils' anxieties are teased out and well addressed. Some schools respond to local situations, such as high teen pregnancy rates by well focused input to relevant aspects of relationships and assertiveness. Pupils are often full of praise for the helpfulness of PSHE in airing issues and building confidence in dealing with tricky situations. However, they commonly express remaining anxieties, particularly about how to conduct oneself with potential trouble on the streets. Some boys and girls aged 12 said they commonly go for a whole day into a nearby vibrant entertainment town with a notoriously high teenage pregnancy

rate. They give a convincing impression of being able to look after themselves. However, so far, sex education and discussion about how to cope with threatening behaviour on the streets has not featured in school provision. As in most schools, these things come later in the PSHE programme. It cannot be assumed that normal provision is the best provision for pupils in all contexts and circumstances.

Year 8 pupils told intriguing stories about what they come across when “mooching about” in the big town for hours on end with their friends. Most (especially girls) use a mobile phone to keep in touch with home, hourly if there is an issue. They know to be wary of younger drunk people. They would go back or look preoccupied and pretend to be “doing stuff” (texting, looking in a shop window etc). They say “...you just know what to do”, or “...Mum says to do that”. They seem pretty street wise. As experiences are on a par with what is normal in Year 10, maybe some personal and social education could be moved forward to meet their needs? Some of these pupils are on the special needs register and have been having literacy support in the PSHE lesson time.

8. Secondary schools often make the obvious connection between pupils’ attitudes and predisposition to unsafe behaviours that put pupils themselves and those around them at risk. In best practice, pastoral staff and other agencies with whom schools maintain close liaison devote enormous efforts to getting alongside boys and girls and talking them through a bad patch in their growing up or in their relationships. Schools aspire to head off trouble at the pass. In many cases, this includes close partnership with families and adaptation of the curriculum so that pupils like what they do, rather than doing what they like and on the periphery of teachers’ and the school’s control. This approach is often a key strength of schools that have pulled through from Ofsted categories of concern to providing an education that is satisfactory or better.

One secondary school

Senior staff are well informed of the drugs situation on the estate. Teenage pregnancies have come down from six to two last year and only one so far this year. PSHE is progressive and is adapted to take these things into account. The school’s own learning mentors take charge of the SEAL* programme and give advice on class management. The school gives strong emphasis to defusing attitudes that lead to risky and challenging behaviour. The mentoring system involves university mentors; it raises aspirations and develops social skills. Counselling from different agencies goes well (links with community centre, community police and youth workers; good two-way links with the community team). Behaviour and attitudes around the school are clearly better than those described in the last Ofsted report.

(*Social and Emotional Aspects of Learning; curriculum materials promoted by the Department for Children, Schools and Families)

Another secondary school

This is the green room. It is a place where pupils can go if they are unhappy. It is supervised by senior staff such as heads of year. The red room is where pupils go if they misbehave. That is somewhere else. Green room referrals often lead to contacts with home to sort out what is troubling the pupil. There is an extensive alternative curriculum in Key Stage 4 and pupils are in workplace learning at a range of placements that are carefully monitored by the school. These elements of provision make a significant contribution to pre-empting negative and dangerous behaviours.

9. Some primary schools realise that the usual approaches to teaching about safety, or with other matters, may not always have the desired effect on learning. From its own surveys of pupils' ideas about safety, one primary school seeks to shift children's passive assumptions about things being safe: safe from intruders because there is a fence; safe from fire because there is a fire alarm; safe in crossing the road because on a zebra crossing. Another headteacher said that emphasis on "stranger danger" sits uneasily with the fact that most instances of abuse, sadly, involve adults who are known to the children and that wariness in all relationships is not sufficiently considered. In a community where young children of various ethnic backgrounds often play on the streets between terraced houses in heavy traffic, children are sometimes unaware of the dangers "because it is allowed by adults". A headteacher found that the positive aspect of having constant adult support in lessons for children with learning difficulties can have an inhibiting effect on children's independence and self reliance. Primary teachers recognise that sophistication in children's concept of risk develops with age and maturity, as with all development. A bonus of increasing cultural diversity at one primary school was seen as gaining a wider perspective and therefore having choices on how to look after one's self – from which the school can guide youngsters on sensible strategies.
10. One headteacher spoke of a "psycho-social perception of risk by parents". Parents have high levels of concern associated with various aspects of "stranger danger". Meanwhile there is daily substantial risk from poorly considered movement of parents' cars as children are dropped off or collected at the school gate. The school is tireless in remonstrating with parents about the risks they create, has already adapted school fences to alleviate the situation, and is working with the local authority to reorganise access to the school. Elsewhere, local authority documentation proposes to schools a risk rating defined as the product of the likely frequency of occurrence and likely severity of any incidents (risk rating = frequency x severity). Schools try hard to keep concern about risks in proper proportion and to carry pupils and parents with them in this.

The school has responded well to parents' needs for guidance about safe practice with the internet, and this is appreciated by both parents and pupils... In the main, arrival at the school by car (and by bike and scooter) is conducted safely. However, particularly with late arrivals at the main gate, a few cars come up the road with some speed, car doors are flung open and children dash across the road with more focus on getting into school quickly than on traffic.

11. Notwithstanding schools' worthy aspirations to help pupils learn how to look after themselves through practical opportunities, headteachers say teachers are often confused about what is permitted and tend to back off from risk. Headteachers say that practical safety education tends to be inhibited by anxiety about litigation and the "finger of blame" should things go wrong. They also say that opportunities are limited by costs and the hassles of adapting to new safety legislation such as obtaining CRB checks on parents who accompany trips. Headteachers have to take a candid view of a school's priorities. The headteacher of one school that has rapidly risen from an Ofsted category of concern to satisfactory with many good features said that achievement and standards are much better, but not yet good enough, and until they are, that is the top priority. In another school, a good one, the top priority was keeping pupils safe while a major rebuilding of the school is underway around them. In some regards, safety education is most reflective and effective in schools where all other issues are already well settled.

Curricular opportunities

12. There are many instances of good practice and inspirational teaching in safety education, some of which are set out below. There are also many instances of missed opportunities. In primary schools there are usually elements of good practice woven across the curriculum with more discrete activities, such as those involving outside agencies. There are often excellent partnerships with the police, fire services, nurses, cycling proficiency officers and occasionally with coast guards. Subject schemes of work generally have progression and safety issues may be noted clearly. For instance with the science topic "ourselves", young children are likely to be taught about the importance of hand washing; when the topic is revisited with older children, knowledge of how lungs work leads to awareness of the consequences of lungs filled with water. Practical experience of tools is generally in stages with progression from tools unlikely to harm to those with a greater potential for harm; requiring more skill; knives are usually not used with young children. Primary headteachers have confidence in the strong teamwork of staff to ensure coherence in safety. In practice, this seems well founded. However, there is rarely a specific documented view of how the school sees pupils' progressive development in this "keeping safe". It is hard to see how the effectiveness of the provision could be monitored, or how teachers would know if they were using best practice.

In this primary school there is clearly good awareness of the need for safety education and intention to provide it. There are examples of effective partnerships (e.g. fire service) and the school is not afraid to give children challenging opportunities. There is good evidence of practical activities (they regularly take them off site). However, it all appears to happen by default. Such coherence as there is comes about because this is a well-established team that has well-embedded routines. There is no formalisation of a safety education curriculum and policies are inconsistent across subject areas. Therefore, new staff joining the school would not necessarily have clear guidance. The lack of policy and co-ordination also means that there are gaps in progress and it is difficult to audit and monitor what actually goes on and how effective it is. The headteacher realised this as we were talking!

13. From an early age, children are given good practical opportunities to learn by doing. Practical learning is often at its strongest in the early years, where children bring to their learning their experiences from home and elsewhere. They rapidly integrate what they see, hear and feel to make sense of their world and how to look after themselves in it. Learning is often most effective where staff take a courageous approach to “letting them have a go”.

Reception class, September

- Pupils have only been in school a week. However, the hard play area is fully equipped with a “road” and “pavement”, with markings, pedestrian crossing, lights etc. Pupils using wheeled toys are behaving as if it is a real road – stopping at the pedestrian crossing etc. These pupils have only had a few days in school, so it is likely that they have gained some of this knowledge elsewhere.
- The youngest pupils are effectively encouraged daily to learn about hazards and how to deal with them. They use substantial hammers and sharp nails, they use scissors and pins, and they tackle the playground tracks on their wheeled toys with great enthusiasm. Almost always they make the right decisions, taking account of adult guidance. Where they do not, there may be minor discomfort but the records of anything more serious are very rare.

14. As the curriculum moves ahead through infant years, teachers take opportunities to ensure that youngsters have key self preservation skills. Understandably, children are predisposed to take a strong interest and teachers often make the learning fun.

Year 1, 26 children, PSHE: how to stay safe when we are out and about

Children are very engaged, sitting on the carpet and listening to a story of a little brown dog who gets lost in the park (puppet used to focus attention). Three clear learning objectives are on the white board relating to safety.

- Good questioning leads to thoughtful answers about rights and wrongs.
- Children are listening well because the teacher builds up the tension in the telling of the story.
- Children engage in quality discussion because the teacher then relates it to their own experiences of getting lost. Good links to feelings (scared, shocked).
- Teacher draws out good learning points in relation to children’s examples and reinforces the right actions by praise (e.g. “That was right, to shout for your Mum when you couldn’t see her”).
- Teacher extends the thinking by asking what else they could have done in that situation.
- Introduction of a game generates renewed excitement and police hats are produced. Children have to be able to say their own address when asked, but this is made even more fun by including silly addresses to be given by those who hold the Sponge Bob creatures!
- I questioned several children to check their understanding of what they were doing and why. This was good.
- Use of photographs on the interactive whiteboard (choose who you would ask for help if lost) reinforced the learning and kept the interest going by changing the focus.

Evaluation. The lesson had clear safety education learning objectives. There was good learning and understanding as a result of creative teaching and high expectations. A fun activity made it child friendly and relevant to their own experiences. Children were encouraged to identify and explain risks. Good use was made of resources to engage interest and extend the learning.

15. Though it might be axiomatic that pupils should learn keenly about things that directly affect their welfare, learning can be of variable quality. In a Year 1 class, work in children's "My home" books was very good. Their own drawings indicated where potential dangers are in a room, and how safety can be increased by adding smoke alarms, fire guards and secure gates. They could talk knowledgeably about why these are necessary. However, teachers sometimes underestimate the learning that children have from home and expectations are not high enough to build significantly on what children already know. In a Year 2 lesson on medicines, many pupils were very knowledgeable, with regular references to guidance from family members such as "My Mum says Calpol is magic stuff but you still mustn't take more than your Mum gives you"; "You can't keep on taking medicines – that can make you worse not better"; "...never say you are poorly when you're not because no one will take any notice when it's true". In this case, the good level of understanding from many pupils suggests that home guidance, or previous school input, appears to have been more effective than was expected when planning the lesson. In upper juniors or lower secondary, there is currently concern for input on using the internet safely. This is sometimes presented by computing firms; it sometimes includes training for parents; it is often supported by local authority guidelines. Some sessions emphasise "rules", such as using a safe filter to avoid risky pop-ups and not giving personal details or agreeing to a meeting with a chat-room encounter. Some training allows pupils to assess reality through role-play, or uses news stories as the basis of discussion about internet seduction: teachers agree that reality helps pupils to remember. Some training does not involve a practical element and youngsters' learning is not necessarily secure, nor are they necessarily convinced of the message. After one such session, eight pupils said they might still agree to meet someone from a chat room. As with teaching and learning in any other context, some lessons with a safety education focus are more successful than others.

16. Sometimes germs, hygiene or other safety issues are the essence of a lesson and part of the required national curriculum programme of study. However, safety education is often incidental to a primary school subject lesson. In a Year 2 science lesson on electric circuits, a pupil found out that: "Crocodile clips can bite; one bit my finger last week and blood came out; but they are all right if you clip them to your hair".

Year 6, 31 children, Science: how small organisms can cause illness or decay; considering conditions for feeding, growth and reproduction, and choosing means of fair testing for each. Second in a cluster of lessons.

- A well conducted investigation (mould on bread). Initial discussion was well supported by questions from pupils and particularly provoking questions from the teacher. Challenging use of pupils' previous knowledge, such as "Why have I bought bread that is close to sell by date?" Pushed hard to check pupils' understanding of variables to encourage decision making in this unfamiliar circumstance.

- Strong emphasis on safety precautions prior to start of practical work – not just rehearsal of “rules” but questions which led to pupils’ coming to their sensible decisions collectively. The usual „care with knives’ discussion gave a glimpse into how knowledgeable pupils were about knives in circumstances that are very unlikely to have been within their own experience.
- Pupils’ knowledge of micro-organisms was elementary, but they were keen to learn more. As each group had to make decisions about how to explore safely the ideal conditions for growth or reproduction of organisms, the discussions on safe practices were encouraging – unprompted, pupils brought up issues such as breathing in harmful material; need to wash hands and equipment; marking plastic bags containing the mouldy bread with hazard warnings; keeping out of the way of younger children and animals; and the possibility of wearing protective gloves and masks if opening the bags. Here was good transfer of previous learning in and out of school, to the current challenge of keeping safe while successfully completing the task.
- Clear differences in the knowledge and speed of thinking of different pupils, but the opportunities for small groups to discuss ideas enabled all to gain – noticeable that the girls wanted to scribe as well as contribute ideas, explained by „we need to be sure what we have decided so we can work together’.

Evaluation. Well planned learning with responsible behaviour by pupils led to good learning about the micro-organisms and safety. Pupils’ discussions, between themselves and across the ability range, were very productive in sharing and refining ideas about safety, with a specific task to complete. There was good transfer of previous learning about safety from a range of sources. There was no plan to evaluate the most successful strategies for safety learning: this could usefully be added to the school’s assessment system.

17. Safety education can feature in any subject of the curriculum. Some teachers imaginatively integrate follow through from police, fire services or other protection agencies, or material available on the internet about, for instance, road safety, as the stimulus for lessons in mathematics, English, art or other subjects. In a nursery, the policeman came. After his departure, speaking and listening were taken forward: “He was a nice man”; “He told us not to run away” – and, as young children do not see police very often, to consolidate impressions of what a police officer looks like (and taking opportunity to improve manual dexterity), they painted him in yellow and black. Most subjects and “early learning goals” have potential as vehicles for safety education.

Year 5, 33 children, English: literacy lesson on comparing and contrasting the style of different texts using material from a visit by the road safety officer (RSO)

Children are very engaged because of good pace and the teacher is building on their previous learning through skilled questioning. The learning objective relates to literacy. Road safety is the theme and is what they will be writing about following a visit from the RSO. This appears to be reinforcing the key messages because they will be using the information in their own road safety campaign. However, the actual learning objective relating to what they are supposed to be learning about safety is not apparent. Pupils are able to talk about what to do on the roads, but are not asked why.

- The playing of video footage (two safety advertisements) to compare and contrast (suitability for intended audience, message etc.) focuses attention effectively.
- A worksheet provides good prompts for their listening as they are asked to make notes while watching. This increases the learning.
- Excellent management of speaking and listening in pairs enables children to develop their thoughts and ideas. Clear signal at the end of this is effective in drawing their attention back to the teacher.
- Children are encouraged to share ideas.
- Responses are good because the teacher has high expectations.
- Good pace means that engagement does not falter.
- The teacher draws out good learning points about literacy but not about safety.
- There is much talk about WHAT to do re safety but not about WHY (i.e. consequences).

Many of the 10 principles (*Principles of Safety Education – published and promoted by PSHE Association and RoSPA*) are followed, despite the lack of a safety objective. These were:

- Use of real life data (how many children are killed on the roads and how often)
- Discussion
- Decision-making
- Cross-curricular approach
- Realistic resources (video)
- Partnership (with RSO).

Evaluation. Outstanding teaching led to high level learning of literacy because of a range of interactive approaches, including ICT, and well-paced activities. The lesson included application of many of the principles of good safety education. Excellent discussion and management of oracy. Good use of partnership to extend learning and make cross-curricular links. An additional learning objective relating to safety would have further strengthened the lesson, although the use of road safety information in an interesting context was reinforcing previous learning about important issues.

18. PSHE has a major input to learning how to adopt safe practices. Primary teachers say it is difficult to know how safe pupils really feel. If asked, they generally say they are OK. Are they involved in gangs, or maybe bullying? Would they really have confidence and know what to do in an emergency? Some teachers have excellent professional skills in getting to the heart of such matters in their PSHE provision, as illustrated by the examples below – the examples are for older primary pupils in two different schools, but the approach would be likely to be equally effective in secondary schools. Schools generally say they have a “spiral curriculum” for PSHE, in which the fundamental areas of relationships and life skills are revisited with content and explicitness appropriate to age. In one secondary school, the head of PSHE says that she uses questionnaires to audit students’ concerns and local knowledge to build up a picture of issues in the town. The PSHE programme thus comprises standard elements, for example on relationships, sexually transmitted diseases etc. together with an emphasis that addresses students’ actual concerns

and a response to particular issues in the town such as sixth formers and cars or cannabis. The staff see the role of PSHE as helping to minimise emotional and physical risk. Parents everywhere feel there should be strong input by schools on a wide range of points relating to welfare and adoption of safe practices that can best be tackled through PSHE. Where secondary schools have moved from PSHE teaching by tutor group staff (involving almost all teachers), to provision by a small team with specific expertise, marked improvement in quality has been noted by senior staff and by students. However, in some schools the time allocation (in one case, only one hour per fortnight) is far too limited. Elsewhere, PSHE is seen as a lesson from which students with learning difficulties can be withdrawn for additional support in literacy.

Year 5, 27 children, PSHCE (inc citizenship): "Community Champions", likes and dislikes in the community

This is a series of about a dozen lessons that address community cohesion. Pupils are encouraged to develop ideas about positive and negative elements in the community around them – i.e. in the areas around where they live or around the school. Pupils are positive and appreciate this as an important thing to be talking about and learning about. The lessons have guidance notes running to about 10 pages. There has been informal police advice in preparing some of the programme. The teacher who drafted the programme team-teaches with class teacher (also a support assistant present).

- Current lesson was planned with pupils last week. They have brought newspapers and magazines that help to produce a collage illustrating what they like and dislike in the community. This will usefully have involved parents in talking with children about the issues.
- Interpretations are very variable. (NB the school serves a mixed community; many live in the fairly leafy suburb that surrounds the school; some live in socially challenging areas near the town centre.) Some pupils draw a park or children's playground where everything is "nice"; then one with broken down trees and graffiti... A boy draws a hoodie and knife and talks about things going on in some parts of town at night. A boy who lives just off the trunk road draws a raid on a pizza takeaway, with smashed windows and police arriving; he says that's what happens down his street. He has good awareness about spotting trouble from a distance: raised voices, breaking glass, people running. A boy who has recently moved from a better area to a down-town area draws his house with everything in good order; alongside he draws the house with broken windows. He explains that people have thrown stones through the windows on leaving the pub. He is worried that there is disturbance around his house at night.
- Teacher selects half-a-dozen pupils with drawings that represent the range of situations described above to show off their pictures and talk about them...

Evaluation. This series of PSHCE lessons is imaginative and comes from a genuine desire to help children understand and develop the community, including its safety. The teacher agrees that some of the pictures are in effect disclosures about genuine concerns that are, literally, on the door step. Planning shows an intention to unpick issues about bother on the street: how to back off if you sense it from a distance, who to tell if you see, for example, stone throwing across the street. The lesson has been very effective in opening up discussion about things that worry pupils.

Year 6, 28 children, PSHE: class lesson, with introduction by a visitor (ex-staff) focused on a recent personal experience which tested the lesson's overall investigative question of "Is confidence enough?"

- An excellent beginning, subsequently developed well by the teacher. The incident was so well described that the pupils were not only totally captivated, but also were there, facing the decisions themselves. Simply, the visitor was on a normal journey, driving a route often taken on a quiet country road, when a car travelling in the opposite direction gradually veered across the road, hit a wall and overturned. The visitor took the pupils through the whole sequence of decisions, such as stopping her car in a safe place, finding the hazard lights, only 40p left on her mobile, dialling the emergency number but not knowing the name of the road or the post code despite using the route regularly; running to a cottage some distance away to get more information; not able to reach the driver when she returned; delegating roles to other helpers such as warning any oncoming traffic – and so on.
- As it was a true incident there was no happy ending as the driver had died at the wheel, and the visitor sensitively moved on to the emotional consequences of the tragedy for herself and others. Pupils were full of questions, almost every hand in the class was raised as they realised the importance of having knowledge as well as confidence to deal with such incidents, and the key fact of not making it any worse by good anticipation of other potential hazards.
- Pupils had ample time to discuss their own ideas with "talking partners" and the class teacher moved them on to explore the specific individual skills and knowledge that they considered would help them in different situations, including swimming and life saving skills; road user skills; cycling; dealing with emergencies; dealing with medicines and drugs; skills which would enable them to tell people how they feel, etc. Further time was allocated for pupils to write personal checklists to decide which skills and knowledge they have and which they would like to develop further.

Evaluation. A challenging presentation and task which promoted pupils' thinking about hazards and keeping safe beyond the basic facts – likely to reinforce understanding at a level appropriate to Y6, and in a variety of contexts. Effective way to introduce pupils to thinking about the positive consequences of actions without lecturing or blame – especially the focus on "the assessment and management of risks". The lesson motivated pupils across the ability range.

19. In primary and secondary schools, staff know only too well that, though every effort is made to engender safe and co-operative attitudes, some pupils will deliberately adopt unsafe or challenging behaviours. Averting negative behaviour patterns can become a key focus of pastoral support and curriculum modification. Negative attitudes can have a corrosive effect on learning to adopt safe practices, not only for the alienated individual, but for a whole peer group. The problem is by no means confined to pupils of lower academic ability. In the most successful schools, the ethos encourages pupils themselves to rise proudly to high expectations of safe and sensible conduct – many would be embarrassed to feel they had fallen short of the highest standards: it is a matter of self-esteem.

Year 1 and 2 class

- Pupils settled quickly into their seats around the large table in the computer room. Even the younger pupils knew what to do, and not to do, in a room filled with electronic equipment and wires that need to be left unconcealed. They have good habits which help safety. They keep their books, pencils etc. tidily in front of them. They refer to guidance prompts on the wall to help their work – they know warnings or prompts are important. They listen carefully to instructions from adults.
- One pupil was the exception. The most able in the group by a considerable distance, her attention seeking strategies escalated until the point where she recognised they were not working and became more focused on work. Again, the other pupils were aware that they should not respond and behaved impeccably. However, the strategies included those she clearly knew were unacceptable or unsafe – “pinging” her headband like a catapult with a “test to destruction” approach; sliding books across the table until they fell on the floor or hit another object; tilting back her chair on to two legs, etc. In this case, the pupil clearly recognised hazards and adopted unsafe practices deliberately – although not enough to harm herself.

Evaluation. With this young age group, the school’s normal rules and routines appear to have created a safe environment and gained the co-operation of the majority of pupils. As a result they have few decisions to make about keeping themselves safe. However, this process seems to have helped them to recognise hazards – they know “Why”. For example, they can clearly explain the reasons for not running in the corridors. The exceptional pupil took a perverse view of using this knowledge to attract attention – but not to harm others – and stopped before her actions became too dangerous. Interesting view of assessing and managing risks!

20. Cognition in learning how to adopt safe practices is much the same as in learning anything else. Pupils value the advice they receive in curriculum contexts and in other activities that might, for instance, have a first aid agenda. The extent to which they remember is variable. For instance, some Year 11 pupils had been told about chip pan oil fires, but some thought putting water on the fire would be appropriate; there were similar uncertainties in different schools about how to cope with minor or major cuts. The extents to which pupils remember specific points and the extents to which they build up generic skills of adopting safe practices in novel situations are similar to cognitive and experiential learning in other matters. The more able tend to

retain and link information well. Increased opportunities to apply and extend skills consolidate and develop them.

This secondary school is characterised by exceptionally high academic achievement. It is matched by students' commendable self confidence. These attributes were evident in all discussions with students. Their refined skills of analysis, and capacity to pull together a broad spectrum of learning experiences, enable them to infer confidently how to adopt safe practices in new situations from the guidance on specific safety matters gained in school. These skills of inference and the generic skills of weighing up risks were found to be best cultivated where there was opportunity for students to articulate their impressions and concerns.

21. Secondary schools have effective strategies for inducting pupils into safe routines as they start to use specialist facilities in Year 7. Several PE lessons were seen at an early stage in Year 7. The main objective was to learn how to operate safely in a gym or sports hall: moving heavy equipment; giving others sufficient space; weighing up how many events in a sequence of rolls and balances could be managed safely in the available space. Pupils who showed mastery were used well as models for others. Praise was timely. Criticism was proportionate. Pupils became confident in their new environment. In a Year 7 textiles lesson pupils had lengthy opportunity to get the feel for operating sewing machines. They figured out what would be the most sensible machine speed in terms of safety and progress. Individuals responded positively to advice about posture. A well conceived booklet and quiz gave a rigorous grounding in safety and set the scene well for careful practical work. In an ambitious Year 7 science lesson, pupils were attentive and used mild acids and alkalis with respect. They used glassware carefully. Inevitably, a measuring cylinder of acid was knocked over by a trailing sleeve and spilt over the pupil's book: a good learning point for the future.

Year 7, 19 pupils, Food technology: fruit preparation

The teacher demonstrates and explains the "claw and bridge" approach to use of a knife; photographs of safe use. Good discussion about transporting knives in the workplace. Emphasis on cleanliness of surfaces.

Pupils follow guidance and adopt safe practice. Productive assessment by peers. They use language effectively to describe how others should cut fruit.

Fire blanket explained. Pupils understand smothering effect.

Well focused praise builds confidence.

22. We all make mistakes. Pupils learn how to deal safely with things that are hot, sharp or corrosive; they learn how to avoid injury to themselves and others in PE. However, though pupils "know better" they still make "careless mistakes" in these situations. Sometimes they put two and two together; drawing on common sense and past experience about, for instance, things that fall over – but the outcome is not effective.

Year 10, 23 pupils upper ability, Science: weight changes when magnesium is burnt and deduction of formula for the oxide

- Ambitious practical that calls for careful practice for both safety and precision in results.
- The teacher has been diligent in emphasising the need for safe practice. Two pairs of students have taken this to heart and have abandoned the fire clay triangle on which the crucibles tottered precariously. They have used gauze with a heat distributing mineral centre. Thus, there is less chance of a very hot crucible falling off and causing burns. However, the magnesium does not get sufficiently hot to ignite spontaneously when the crucible lid is removed: the experiment fails. The teacher says she was aware of what they had done, but as no harm would result, the students were allowed to get on with it as it was something from which they could learn. In this case, students were erring on the side of safety, but unwisely. General protocol should be for students to ask a teacher's advice about significant variation from instructions.
- Students generally know how to deal with burnt fingers and that one starts with quick access to a cold water supply – but then it is better to use a dish of cold water rather than running water (so as not to rub up a blister). However, the visitor holds a hand 10cm above a hot crucible (feeling heat convection current) and asks the student how she would know whether it was cool enough to touch – she then immediately puts her finger on it!
- In the main, these students are very mindful of safety and keen to get the practical right (pretty good weighing results). However, they do make slips in judgement about what is safe. (Similarly, while most have a good grasp of the chemistry and atomic masses etc. a few have missed a trick on that too.)

Evaluation. A very effective lesson. Though students are generally conscientious and safety aware, there is occasional misjudgement, which could usefully be aired next lesson as a teaching point.

23. Learning about safety is cumulative. In secondary subjects, pupils often gain a feel for the subject as they progress. They assimilate knowledge about safety aspects and integrate their past understanding with current learning opportunities. In a Year 10 graphics lesson for mainly lower ability pupils designing “funky shoes”, there was clear and helpful instruction, a good working atmosphere, and music playing. Students were aware of the need for shock absorbing heels in trainers and that pumps are more basic. They knew why football and hiking boots are as they are, and knew that shoes can hurt feet: heels, rubbing at back, rubbing on instep, ankle twist problems.

Year 9, 20 pupils, Design and Technology: designing a memory stick; some models have been made (inc. in the shape of animals); graphics software in use

- Suitable project for Year 9. Working with interest and pace. Teacher checking progress. Some quite skilled in use of graphics isometric drawing package.
- Students have a good grasp of ergonomics. They know that additions to the work station must not push keyboard and mouse to an inconvenient position and that what can be plugged in and whether it is positioned at the side or the back of equipment depends on the available table space. They have a general understanding that working over long periods of time in cramped or awkward positions can result in posture problems and repetitive strain injury. They can generalise this from computer work stations to other situations. They also know that there is sometimes a case for making small things big or bright in colour, so that they do not get lost. Common sense about design criteria.
- Those using the graphics package are not able to do curved corners. However, they know that it is often sensible to make things with rounded corners, particularly if they are to be carried in a pocket or are something with which frequent hand contact is made.
- A boy has made a plaster model for his memory stick in the form of a red boxing glove. He says he does not box, but is a keen fan. He knows there are rules for the makeup of a boxing glove, that they deteriorate with time and that they are checked by the referee before a match. He knows that there are issues of damage to the wearer's hand and unreasonable damage to the opponent. He knows that various materials could be used for the padding and can talk about the criteria for choice of what to use. General ideas about design and safety have been transferred from D&T work to his area of interest.

Evaluation. The D&T work has led to general awareness of design for safety – including on matters very different from the lesson in hand.

24. Parents, pupils and governors agree that schools should give advice on common sense safety matters as and when they are related to work that may go hand-in-hand with science, design and technology, PE, or any other subject. Primary schools largely address this expectation well. In secondary schools there is some good practice, but there are many missed opportunities. Teachers say they are under pressure to maximise results at GCSEs or in other examinations and that where safety points are not in the syllabus there is no incentive to consider them – indeed to “waste” time might limit examination results. Some syllabuses, such as those for Applied Science GCSE are commendably explicit in relating syllabus content to safety in the home or workplace. However, the national curriculum programme of study and most syllabuses simply have passing reference to “health and safety”. This is generally separate from syllabus content and in broad terms such as “candidates

should be taught about hazards, risks and risk control...manage their environment to ensure the health and safety of themselves and others". However, this does not translate into explicit learning on everyday points of safety. Consequently, Year 11 students who have learnt about blood circulation, platelets and clotting variously say that with a cut finger you should suck it, spit on it, squeeze it, apply a cold compress, or wrap it in a handkerchief. In a Year 7 lesson on neutralisation, a teacher helpfully expanded on the "old wives' tale" that a wasp sting can be neutralised with vinegar and a bee sting with sodium bicarbonate, explaining why such treatment may not be as effective as might be thought. On the other hand, an upper sixth lesson on photosynthesis, which was effective in the way it tackled syllabus requirements, showed limitations in students' knowledge. The students were aiming to pursue careers in medicine or the environment. While a student who kept a horse knew about the pernicious effects of bracken and ragwort (though not *why* they are toxic), students were generally unaware of plants that cause nettle rash or that have toxins; they had no idea what deadly nightshade might look like, nor what commonplace plants it is related to. As they move towards fully independent learning in higher education, they had not made it their business to find out. They were surprised to be asked.

Year 10, 13 students, Science: seeking information about alkanes and alkenes on websites

- This is a potentially challenging low ability group. The teacher is giving some helpful advice as he moves about the room. Relationships are satisfactory.
- Students know that when burnt in oxygen, hydrocarbons give carbon dioxide, less sure about water; students do not know about carbon monoxide resulting from incomplete burning.
- The visitor asks pupils (girl with younger siblings) about paraffin for domestic cleaning (paint brushes etc.). She says she would keep it next to bleach in kitchen rather than next to orange juice. Not aware of the need to try to keep flammables outside the house.
- The visitor asks another student how she might know if there was a gas leak at home – no idea (smell, low pressure etc?). What to do about it if adults were not at home – says she would wait till they got home. Ask a neighbour for help – no she wouldn't. (Comment: expected to know to turn off main gas tap, especially after visitor had said that in the lab that had been done.) This girl does not seem to see any problem with not knowing what to do: attitude is "What's it got to do with me?"
- Boy who is quite keen and goes camping with parents. Aware of butane in camping gas as a hazard. Has never changed a gas canister and is unsure of protocols. Agrees that storing a lot of gas canisters under the bed at home may not be a good idea.

Evaluation. A missed opportunity to cover risks and safety with fuels at home and in family situations – a serious omission. Gas leaks at home and paraffin under the sink are not in the syllabus, so are not taught. Attitudes to safety are variable, some are interested and recognise that the issue relates to their home situation; also “nothing to do with me” attitude with a generally disaffected pupil.

25. Additional activities can make a significant contribution to appreciation of risks and safe strategies. Many practical extracurricular activities provide very worthwhile opportunities for those who opt to take part. Schools take fire practices seriously. With some, staff in charge introduce deliberate contingencies, such as missing persons, to test the system. There are learning points from, for instance, a rush of pupils on stairs in high rise buildings. It is not common for schools to introduce hazard effects such as ersatz smoke, blocked doors or electricity failure from which more could be learnt, particularly where buildings are old, dark and rambling. Assembly is a potential opportunity for airing advice and aspirations about looking after oneself and others, though on this survey staff said little about specific instances of how they did that. Traditional games fixtures: rugby, hockey etc. give opportunities for learning in an environment of hard knocks and there is largely traditional tolerance of the inevitable mishaps with pupils across the age range. Most older primary pupils have a “residential” based for a few days at a centre for outdoor adventurous activities; the underlying objective is usually socialisation and team building. Activities there tend to be run by the centre’s staff and are sometimes “sanitised”, with, for instance “caving” in tunnels constructed in a shed. Secondary schools also have “residential” and increasingly prefer to use hostels and centres where they have sole occupancy, to avoid issues of uncertain responsibility where pupils or adults from elsewhere are involved. These ventures can include activities such as surfing or skiing. Visits abroad have a mixture of objectives and may include adventurous activities; most secondary schools have at least one such trip and some primary schools offer them. The Duke of Edinburgh’s Award, with its demanding expeditions, flourishes in a significant minority of schools, sometimes involving a large contingent of pupils, and staff are keen to take mountain leadership accreditation in order to lead the activity. In some schools there are field trips where, for instance, pupils measure the rate of flow of streams. Pre-driving courses are increasingly common, with the opportunity to learn useful skills such as wheel changing. There are many evening or Saturday extracurricular ventures such as sailing or canoeing. However, whereas traditionally many younger teachers of subjects other than PE would gladly come forward to initiate and lead these things, there is now less willingness. Staff put this down to risk aversion and a sense that it leads to a lot of hassle and little thanks.

Teachers' aims and concerns

26. In primary schools, teachers with long experience tend to have a clear focus on the long term goals of enabling boys and girls to grow up able to look after themselves. More recent recruits to the profession and support staff tend to be more focused on keeping children safe in the here and now. After their first few years of teaching, most class teachers tend to have a balanced approach. Within a school, some staff can be more reflective than others on the need to encourage children to be wary without making them fearful. Teachers find that rewards and stickers provide helpful reinforcement that consolidates and motivates learning. They say that conducting a “strengths, weaknesses, opportunities and threats” (SWOT) analysis before a trip usefully airs issues. They find role-play helpful to unpick points in peer pressure and bullying situations. Some primary teachers say that circle time gives opportunities to assess children’s awareness. Teachers in primary and secondary say that progression and evaluation of safety education tend to be ad hoc.

What some primary teachers said

- There is a clear view that most decisions that pupils make about safety have to be based on good knowledge of a wide range of other information, not just a safety rule. E.g. for older children a deterrent to incidents with electrical equipment is ensuring they know how electricity works. As most potential hazards have a positive side, just banning activities does not give the parameters which help pupils make good choices. Rules will only take them so far – use of alcohol being an example.
- Anti-drugs, smoking and alcohol education are considered to be the most contentious when teaching. This is because many pupils struggle to relate what their growing knowledge is telling them and the practices at home. This is not to indicate abuse of substances by parents, but that they make decisions which include factors the children don’t see – such as legitimately taking tablets regularly when they have spared the children knowing they have a health problem.
- Staff overall feel the most successful learning has been with the help of:
 - the fire service and the police – because they bring authority, and imaginative resources – more memorable for pupils
 - using real life examples of children being safe or in danger – because these are actual experiences which can be discussed in curriculum time
 - school and class rules, including fire drills, with rewards, prizes and golden time, because these develop good habits
 - role-play – such as showing pupils how to use equipment correctly and safely, crossing roads.
- Staff consider that pupils sometimes make poor decisions about keeping safe, leaving some of what they know about safety behind when they go home – a change of expectation, such as not wearing protection when riding bikes, no seat belts (a main concern in this school) and using social networking sites on the internet. However, staff see incidents where safety education is not working – they are not in a position to see incidents outside school where pupils have used what they know to make good decisions.

27. Secondary subject departments value the advice available from subject associations, broad guidelines about avoidance of accidents are usually set out in departmental policy, and sometimes management extends to departmental lesson-by-lesson plans with safety tips and restrictions included. Heads of department are usually more conversant than junior staff with the advice offered by subject associations for subjects such as PE, science and design and technology; in best practice, schemes of work are cross referenced to sources of sound advice. However, the stance on matters such as wearing goggles, and on whether or not particular experiments should be conducted, varies greatly from school to school. Long serving staff acknowledge that there is a stronger “blame culture” than in the past. Yet they are confident of procedures they have used safely, and with good learning outcomes, for years – particularly where what they do is endorsed by current national professional guidelines. Those newly joining the profession as mature entrants from, for instance, engineering, medicine or the chemical industry, are often confident practitioners in their field with a profound appreciation of possible risks and also the benefits for pupils of seeing or doing things first hand. Occasionally, they have the confidence to question departmental policy. However, with some younger teachers, there is confusion about what is or is not allowed and a tendency to back off from practical work. Some heads of department encourage inexperienced colleagues to take the line “if in doubt, don’t”. The position is not helped by vacillation on the part of the senior leaders and governors. On the one hand they encourage bold risk taking and learning by doing, but on the other hesitate to clarify that staff who have supervised activities properly and followed all guidance can expect support. With this prevarication, some staff fear that if things were to go wrong they would be hung out to dry. So why have that hassle?

One science department

The head of this very successful department has been in post for 20 years and is an experienced chemistry specialist. The scheme of work covers risk assessment and advice. The safety aspects of practical procedures are reviewed, drawing on the guidance from e.g. CLEAPSS, Royal Society of Chemistry etc. However, increasingly, this leads to a decision not to do a practical: “now, tend not to do”. Nonetheless, he says that personally he tends to carry on doing things that have been worthwhile learning experiences and that have presented no serious problems in the past. He says that teachers have become more risk averse due to the increase in litigation. Moreover, there is increased pressure for results and constant emphasis on assessment. “We don’t need any more worries”.

Another science department

This is a conservatively managed department with evidence of risk aversion. Departmental policy states: “...goggles whenever there is the slightest chance of anything going into their eyes which means virtually all chemistry and biology investigations and all physics investigations involving wire...if there is the slightest doubt over whether they are required or not, then wear them to be on the safe side”. The science scheme of work is very thorough and provides lesson-by-lesson notes. A mixed picture on practical work that some schools

might hesitate to do. For example, they do take cheek cells with a lolly stick. A young newly qualified teacher (NQT) is zealous in falling in with departmental policy and the implied conservative approach. She is keen to ensure there are no incidents that might suggest laxity regarding safety. With the iron and sulphur experiment, she has shown students a video. This was apparently after consultation with the head of department and concern about dangers and an asthmatic student (furiously hot exothermic reaction and irritating fumes). Surprisingly, with flame tests for cations, she plans to “throw alcohol at a roaring flame” which she saw done during her training (visitor emphasises need to rehearse with the actual equipment that will be used prior to the students coming into the lab). In general this NQT seems to be being well inducted.

A third science department

The head of this very successful department says the curriculum (GCSE and A level) has pressure on content, so may not do practical work on everything. However, may do things marginal to the syllabus to encourage thinking. She says deciding what practical opportunities and risks to engage students in “is a difficult balancing act: students have to learn for themselves what constitutes a risk”. There is good appreciation of facilitating risk management. She says many who come into the sixth form from elsewhere have not done enough practical work.

Pupils’ knowledge and views

28. Younger children remembered their learning from specific events such as visits and visitors. However, safety awareness is not always embedded as a mindset; on seeing a video of a road accident, a boy said the lad who got knocked down should have run faster to avoid the car. With bicycle safety, they can give a clear account of use of equipment (lights, helmets etc.); but understanding about turning at junctions is less secure. Most children can give an account of how they have learned from accidents, most of which have happened out of school. Several had accidents because their bicycle brakes were not working properly; they talked about adjusting brakes, but it was not clear whether they knew how to avoid making them so tight that they are thrown over the handlebars. They can say how they have helped others, for instance: “I told my brother to close the zip on the trampoline so that he wouldn’t fall out”. Infants tend to be more conversant than junior children with safety precautions when actually using tools such as “real” hammers, scissors and saws; some drew on experience with tools at home. Juniors generally say they have confidence in a swimming pool, but many have little experience beyond basic opportunities with the school. In some schools a “worry box” is felt to be helpful; worries are picked up by staff and dealt with as appropriate, possibly in an assembly. In secondary schools, students say they value the advice and guidance they receive on how to use equipment safely in practical lessons and how to operate safely in PE. Some boys have sensible ideas about jumping or diving into water, and seem to have figured this out for themselves from experiences at the swimming pool. Many students can give a good account of how to use particular tools safely. In lessons in drama, older students can demonstrate how interpersonal relationships can

degenerate into violence or compromising situations. In media lessons they have quite reasonable appreciation of persuasion and how advertisements or group pressures can turn the mind. Secondary students often regard PSHE opportunities highly, especially when they give hard facts about the risks of substances or imprudent sexual activity. They are glad of the chance to think through situations such as those involving threatening individuals or groups on the street. Yet many remain anxious about that; boys candidly say they are scared of getting beaten up. Older students do not commonly admit to direct involvement with excessive alcohol, with drugs, with reckless driving situations, or other behaviours that might be on the fringes of the law. They allude to “some people I know”, “what some of our friends have on Facebook”. Most could discuss situations realistically; they value greatly any constructive “adult” information or thinking that might be shared with them in an adult way.

A primary school

Discussions with pupils showed a clear picture of pupils knowing that dangers exist, that they can be managed and that lessons must be learned if things momentarily go awry. Older pupils appreciated the “massive” safety talk before the Ghyll walk, recognised the importance of wearing the correct equipment and learned several important lessons from the expedition: pushing past someone without consideration can cause an accident; it is important, and safer, to work as a team at all times; being patient is safe and sensible – “we all got there”. These older pupils also talked of the important contribution they make in ensuring that the Early Years Foundation Stage children settle quickly and safely. The school provides these responsible pupils with good training so that they can spot dangers, say on ramps and steps, and provide the youngest children with information on what to do if someone falls or they find broken equipment. Year 2 pupils also showed a sensible approach to risk and could talk about hazards they have met at home, at school and in the community. In a brief role-play they could show the folly of inappropriate parking outside the school and the dangers this presented to themselves, their friends and their parents.

A secondary school

In discussion, students could identify streets in their area where they would need to watch out at night – on account of the folk likely to be found there and the closed-in nature of some streets. They explained how to spot trouble and how to take an alternative route. Nonetheless, they have some anxiety about how to deal with trouble on the street, particularly where hostile gangs with abusive or violent intent might be involved. There was some uncertainty about how to deal with first aid and commonplace hazards in the home.

Another secondary school

Students show consideration and respect for their peers and for adults, which creates a safe learning environment. The school operates a system of older students trained as peer mentors to support younger students who have issues they wish to discuss. This system with the mixed age tutor groups allows younger students to develop their responses to risk through discussion with older supportive students. Students indicate that they value the opportunities to learn about safety education through practical engagement. These occur

most realistically with external partners such as the fire department, the local police and drama companies that focus on safety education including drug and alcohol abuse.

Parents' expectations

29. Parents want the best for their children. Parents see teaching children and young people about the adoption of safe practices as a shared responsibility between school and home. In the main, they expect the school to give some input across a wide front of issues, but they are unclear about what is covered or when it features. On some points the strength of concern varied with the location of the school; water safety was seen to be more important with schools near the seaside. A few parents who responded to a questionnaire, or who came along to express a view in person, had the paramount expectation that all hazards should be eradicated from the school and learning environment. However, the great majority, whilst setting out a range of interesting opinions, did not take this line. The concern to ensure that children are at all times as safe as possible tended to be more common among parents of younger children. Most parents expect children to be properly supervised, expect staff to be suitably qualified and experienced for the work they do and expect risks to have been assessed with appropriate recourse to reliable sources of guidance. They accept that there will be the occasional mishap – as on family outings or in the kitchen at home.

A primary school

Parents' questionnaires show that most parents think the school should be making a significant contribution to learning in many aspects of safety. They feel that some areas, such as use of kitchen equipment (tin opener and making a hot drink), are a matter for the home, and in any case would need to be appropriate for children's ages. They are unenthusiastic about children being advised about climbing trees, even doing it safely. Whilst there is some strong concern about "stranger danger", there is recognition that it can be overstated. A parent wryly mentions being embarrassed on holiday when an adult said hello to their child, who refused to respond "because it is a stranger". They feel strongly that there should be school input on road, fire and water safety; they are very concerned to have a strong message on internet safety and what a child should do when lost. Parents are aware of the school's work on road safety and recent activity on internet safety. On other matters, they are not very sure about what exactly the school does or when it is done.

Another primary school

Parents made it clear that encouraging an understanding of safety begins at home, and they had a variety of priorities and practices depending on personal circumstances. The expectation that the school does, and should, add to what they had started was a common factor. There was a high level of confidence in the school. However, there were varying views about exactly what they could expect the school to do, and how this would fit with their own practices, such as the use of seat belts and child seats in cars, and when children should be allowed out on their own. In addition, there was keen interest in the differences in their own ways of keeping their children safe while encouraging independence, and the reasons for these differences in the approach used by different families.

A secondary school

Pupil planners provide some information for pupils and parents regarding bullying, drugs and alcohol abuse but do not indicate any other aspects of safety education for pupils. Parental responses to the inspector's survey indicate that they believe the school should provide safety education, particularly relating to aspects of wellbeing outside of school such as safety in the community. Parents indicate that they are not fully aware of the work of the school relating to safety education and would appreciate some guidance from the school.

Another secondary school

Parents recognise that developing young people's ability to adopt safe practices involves a balance of responsibility between home and school. Comments on questionnaires showed that they would expect the use of chisels and other tools to be dealt with in school, whereas matters connected with driving might be more for the home. A few felt that some "stupid" behaviours, such as jumping from a pier, were not to be addressed at all. However, the prevailing pattern in the 45 questionnaire responses is that parents think the school should be doing a wide range of things to develop safety skills; meanwhile, on many points they are not confident that the school is actually doing that. They are very concerned that students should be helped with internet safety and coping with gangs.

A third secondary school

Parents take the reasonable line that there may be mishaps on the sports field, in the lab or workshop in the course of worthwhile practical learning. However, they have confidence in the professionalism of staff in checking out procedures beforehand, and would expect proper supervision. Staff are zealous in these matters. The parents' questionnaires suggest that parents are confident that issues such as use of tools and internet safety are dealt with by the school. There is some confidence (and some uncertainty) in matters relating to road safety and flammables. On other matters, the general picture is that they think safety in a wide range of contexts should be considered, but they are unsure whether it is. This is particularly the case with avoiding involvement with threatening groups on the streets at night. Several parents added thoughtful points:

- *The more frequently safety information is given in different forms, the more likely it is to be retained. This should be the responsibility of parents but also reinforced in school through relevant subjects and PSHE and citizenship.*
- *I am sure some of these issues will be covered at school, but I have no idea whether my daughter knows and understands these areas as I have no feedback about this sort of thing being taught at the school.*

Managing provision

30. Somehow, schools do a fairly good job with safety education. Intentions are generally laudable, and much good learning takes place. Schools (particularly primary schools) and individual teachers often bring great commitment to the endeavour. Yet the coherence, progression and quality assurance of safety education are mostly left to chance. The central dilemma of whether policy is “as safe as necessary” or “as safe as possible” generally remains unresolved and staff and parents are not as clear as they should be. Different staff take different approaches: a lack of clarity begets a lack of consistency. School leaders, governors and local authorities are not eager to grasp this nettle. Parents are often in the dark about a school’s overall philosophy and about the specifics of what is actually dealt with. If the approach is to provide a range of specific safety points, from which pupils are expected to build up a generic picture of how to figure out what risks there are in any situation and how to respond, this is not articulated within the school nor shared with stakeholders. Though there is some evidence of progression in primary schools and in PSHE in secondary schools, systematic increase in challenge and expectation is not assured. Nor is there systematic assessment of whether safety messages are understood and safe practices adopted. Teachers do not necessarily know whether their teaching about some aspects of safety is effective. Though health and safety (risk assessments, checks on electrical appliances etc.) is generally well co-ordinated in schools, there is usually no leadership of safety education. In primary schools it defaults to the headteacher – or it is Key Stage coordinators; in secondary schools, where the buck stops is less certain. Schools should assign leadership. They should clarify policy. They should establish dialogue and partnership with parents. They should bring coherence and progression to schemes of work. They should put quality assurance in place.

A primary school

The good start in balancing risk does not seem to include a view on what is acceptable progression as the pupils get older. Although visits out of school have specific risk assessments which have rigorous guidelines, less clearly defined is the extent to which activities in school build progressively pupils’ skills in decision making about risks and hazards.

Another primary school

A wide range of carefully considered documentation provides at least a sound basis for the school’s teaching, learning and day to day practice on safety. However, the safety aspects are disparate and, because they are not co-ordinated, there is no clear view of the school’s overall provision and very little guidance and evaluation of progression through the age groups. The progression seems to rely too much on pupils bringing more insights to the provision as they get older. This limits the extent to which older pupils are moved on in developing independence in making decisions about keeping safe which is so evident with younger pupils. The leadership of safety education is not a designated responsibility in the school and is generally overseen by the headteacher and governors. This appears to work well in keeping pupils safe in school as almost all accidents are minor and typical for the age

group. Pupils say they feel safe and know who to go to if they need help. However, without a particular leadership responsibility, the arrangements for evaluation and development planning are not as systematic as is evident in other aspects of the school's curriculum. This may be why the potential for improvements, such as being clear about expectations for the skills and knowledge of pupils in different year groups, has not yet been fully exploited.

A secondary school

It is evident that, overall, the school gives a great deal of valuable instruction and guidance on safety matters. However, it may be helpful to review what is done in which subjects and when, to address any obvious omissions, and bring greater coherence to provision.

Another secondary school

Governors are highly conscientious in encouraging the school to put in hand measures to ensure students' safety. They agree that practical activities, for instance in sport or science, involve an element of risk and they are keen to support staff in the event of a mishap so long as sound guidance has been followed and actions have been sensible. This view is endorsed by senior staff. In the leadership team, it is clear that health and safety (keeping students safe) is 'in safe hands'. However, CSEC visitors were left wondering 'Where is leadership in safety education?' What are procedures for a head of department to get clearance for a possibly risky practical activity? How are 'common sense' safety matters, such as gas leaks and climbing on garage roofs, accommodated in the scheme of work of appropriate subjects? Does someone brainstorm the range of safety points that should be covered somewhere in the curriculum? How is continuity and progression in the generic skills of safety education from Y7 to the sixth form ensured? Who takes charge of dialogue with parents about their expectations and the partnership between home and school? How does governors' stewardship link into all this?

Notes

Schools in the survey

Primary

Monkhouse Primary School, North Shields, North Tyneside (URN 108576)

St Patrick's Catholic Primary School, Workington, Cumbria (URN 112340)

St Peter's C of E Primary School, Preston, Lancashire (URN 119416)

St John Southworth R C Primary School, Nelson, Lancashire (URN 119655)

Wellfield Methodist and Anglican Church Primary School, Burnley, Lancashire (URN 119492)

Secondary

Goole High School, East Riding of Yorkshire (URN 118064)

Heysham High School Sports College, Morecambe, Lancashire (URN 119711)

Kendrick School, Reading (URN 110042)

Millfield Science and Performing Arts College, Thornton-Cleveleys, Lancashire (URN 119714)

Reading Girls' School, Reading (URN 110096)

St Bede's Catholic School Mathematics and Computing College, Scunthorpe, North Lincolnshire (URN 118119)

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Sample Parents' Questionnaires

PRIMARY SCHOOL												
29 PARENTAL RESPONSES												
Figures are percentages												
Do you think the school has enabled your son/daughter to understand :		Please rate your response to the question: 1=school definitely does , 3 = don't know, 5=school definitely does not					Please indicate whether you think the school SHOULD be doing this.: 1=definitely , 5 =definitely not					Comments – for instance, how you know whether the school does it, or whose responsibility you think it should be to teach it.
		1	2	3	4	5	1	2	3	4	5	
1	...what to do when crossing busy roads.	1(Y) 72	2 28	3(DK) 0	4 0	5(N) 0	1(Y) 83	2 10	3(DK) 7	4 0	5(N) 0	
2	...how to handle a variety of tools, so that, for instance, they can use a tin opener safely.	1(Y) 7	2 10	3(DK) 48	4 17	5 17	1(Y) 17	2 28	3(DK) 34	4 7	5(N) 14	
3	...how safe it is to drink water from a tap or a stream.	1(Y) 10	2 41	3(DK) 41	4 3	5(N) 3	1(Y) 48	2 31	3(DK) 10	4 10	5(N) 0	

4	...how to find a safe place to play.	1(Y)	2	3(DK)	4	5(N)	1(Y)	2	3(DK)	4	5(N)	
		33	30	30	7	0	60	23	7	10	0	
5	...what kinds of person to go to for help, for example, if lost on a beach or in a shopping centre.	1(Y)	2	3(DK)	4	5(N)	1(Y)	2	3(DK)	4	5(N)	
		41	38	14	3	3	72	24	0	3	0	
6	...whether it is OK to jump into a river.	1(Y)	2	3(DK)	4	5(N)	1(Y)	2	3(DK)	4	5(N)	
		29	18	39	11	4	54	32	7	7	0	
7	...how to climb a tree safely.	1(Y)	2	3(DK)	4	5(N)	1(Y)	2	3(DK)	4	5(N)	
		12	16	36	8	28	21	25	17	17	21	
8	...how to deal with hot or inflammable things like a camping stove.	1(Y)	2	3(DK)	4	5(N)	1(Y)	2	3(DK)	4	5(N)	
		20	4	52	8	16	38	17	29	13	4	
9	...how to make a hot drink.	1(Y)	2	3(DK)	4	5(N)	1(Y)	2	3(DK)	4	5(N)	
		8	16	36	16	24	29	21	21	17	13	

10	...the risks of listening to music through ear phones when riding a bike.	1(Y) 24	2 24	3(DK) 40	4 4	5(N) 8	1(Y) 42	2 38	3(DK) 4	4 8	5(N) 8	
11	...what to do if clothing catches fire.	1(Y) 28	2 8	3(DK) 36	4 4	5(N) 24	1(Y) 50	2 29	3(DK) 17	4 0	5(N) 4	
12	...why booster seats and seat belts are needed for children in cars.	1(Y) 48	2 16	3(DK) 24	4 8	5(N) 4	1(Y) 50	2 29	3(DK) 8	4 8	5(N) 4	
13	...how to avoid risk when using the internet.	1(Y) 64	2 16	3(DK) 12	4 0	5(N) 8	1(Y) 79	2 13	3(DK) 8	4 0	5(N) 0	

SECONDARY SCHOOL 1											
45 PARENTAL RESPONSES											
Figures are percentages											
Do you think the school has enabled your son/daughter to understand :	Please rate your response to the question: 1=school definitely does , 3 = don't know, 5=school definitely does not					Please indicate whether you think the school SHOULD be doing this.: 1=definitely , 5 =definitely not					Comments – for instance, how you know whether the school does it, or whose responsibility you think it should be to teach it.
	1	2	3	4	5	1	2	3	4	5	
1 ...the risks associated with the use of internet „chat rooms’ and social websites.	1(Y) 51	2 14	3(DK) 19	4 2	5(N) 14	1(Y) 93	2 3	3(DK) 5	4 0	5(N) 0	
2 ...what to do when handling tools like chisels and soldering irons.	1(Y) 63	2 14	3(DK) 21	4 0	5(N) 2	1(Y) 95	2 5	3(DK) 0	4 0	5(N) 0	
3 ...that if a lot of passengers double the weight of a car, the stopping (braking) distance doubles...and that at double speed the stopping distance is four times greater.	1(Y) 13	2 4	3(DK) 56	4 7	5 20	1(Y) 32	2 17	3(DK) 40	4 0	5(N) 10	

4	... how to avoid involvement with threatening groups of people when out on the streets at night.	1(Y) 34	2 23	3(DK) 23	4 5	5(N) 16	1(Y) 81	2 5	3(DK) 12	4 2	5(N) 0	
5	...that, for biological reasons, alcohol generally affects females more than males, small individuals more than larger ones and has more impact during the day than in the evening.	1(Y) 31	2 11	3(DK) 38	4 2	5(N) 18	1(Y) 61	2 17	3(DK) 20	4 2	5(N) 0	
6	...whether it is OK to jump from a bridge into a canal or into the sea from a pier.	1(Y) 24	2 7	3(DK) 27	4 4	5(N) 38	1(Y) 49	2 14	3(DK) 14	4 3	5(N) 20	
7	...that if in quicksand on a beach and dry sand can be seen, it is best to lie down and crawl to the dry sand.	1(Y) 15	2 7	3(DK) 41	4 0	5(N) 37	1(Y) 54	2 15	3(DK) 21	4 5	5(N) 5	
8	...how to deal with hot or inflammable things like chip pan oil or a camping stove.	1(Y) 38	2 16	3(DK) 29	4 0	5(N) 18	1(Y) 77	2 3	3(DK) 13	4 3	5(N) 5	

9	...the risks if listening to music through ear phones when running or riding a bike.	1(Y)	2	3(DK)	4	5(N)	1(Y)	2	3(DK)	4	5(N)	
		36	4	31	2	27	55	18	15	5	5	

SECONDARY SCHOOL 2												
26 PARENTAL RESPONSES												
Figures are percentages												
Do you think the school has enabled your son/daughter to understand :		Please rate your response to the question: 1=school definitely does , 3 = don't know, 5=school definitely does not					Please indicate whether you think the school SHOULD be doing this.: 1=definitely , 5 =definitely not					Comments – for instance, how you know whether the school does it, or whose responsibility you think it should be to teach it.
		1	2	3	4	5	1	2	3	4	5	
1	...the risks associated with the use of internet „chat rooms’ and social websites.	1(Y) 68	2 20	3(DK) 12	4 0	5(N) 0	1(Y) 91	2 9	3(DK) 0	4 0	5(N) 0	
2	...what to do when handling tools like chisels and soldering irons.	1(Y) 54	2 31	3(DK) 15	4 0	5(N) 0	1(Y) 74	2 26	3(DK) 0	4 0	5(N) 0	
3	...that if a lot of passengers double the weight of a car, the stopping (braking) distance doubles...and that at double speed the stopping distance is four times greater.	1(Y) 23	2 27	3(DK) 46	4 4	5 0	1(Y) 32	2 36	3(DK) 23	4 5	5(N) 5	

4	... how to avoid involvement with threatening groups of people when out on the streets at night.	1(Y) 12	2 19	3(DK) 46	4 4	5(N) 19	1(Y) 70	2 17	3(DK) 13	4 0	5(N) 0	
5	...that, for biological reasons, alcohol generally affects females more than males, small individuals more than larger ones and has more impact during the day than in the evening.	1(Y) 38	2 35	3(DK) 15	4 12	5(N) 0	1(Y) 63	2 33	3(DK) 4	4 0	5(N) 0	
6	...whether it is OK to jump from a bridge into a canal or into the sea from a pier.	1(Y) 12	2 15	3(DK) 35	4 8	5(N) 31	1(Y) 38	2 29	3(DK) 21	4 4	5(N) 8	
7	...that if in quicksand on a beach and dry sand can be seen, it is best to lie down and crawl to the dry sand.	1(Y) 0	2 15	3(DK) 42	4 4	5(N) 38	1(Y) 48	2 5	3(DK) 29	4 0	5(N) 19	
8	...how to deal with hot or inflammable things like chip pan oil or a camping stove.	1(Y) 46	2 12	3(DK) 27	4 4	5(N) 12	1(Y) 58	2 25	3(DK) 17	4 0	5(N) 0	

9	...the risks if listening to music through ear phones when running or riding a bike.	1(Y)	2	3(DK)	4	5(N)	1(Y)	2	3(DK)	4	5(N)	
		35	12	31	15	8	50	21	25	0	4	