

# SAFETY

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# Education



Staying safe  
in cyber space



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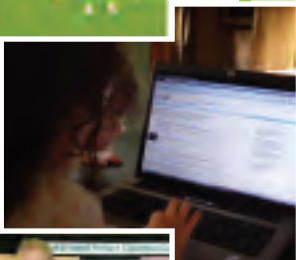
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Managing Editor  
**Janice Cave**

Editorial Consultant  
**Jim Barrow**

Occupational Safety Adviser  
**Roger Bibbings**

Risk Education Adviser  
**Jenny McWhirter**

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**The Royal Society for the Prevention of Accidents,  
Edgbaston Park,  
353 Bristol Road,  
Birmingham B5 7ST.**

**Telephone: 0121 248 2000**

**Web site: [www.rospace.com](http://www.rospace.com)**

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## Halifax's budding artists celebrate

**Three budding artists from Scout Road Primary School in Halifax are celebrating after scooping top honours in ISG's site safety competition.**

Alexandra Ogden, Jessica Murphy and Natasha Chambers dreamed up the winning designs for the poster competition, which the contractor organised as part of its £1.1 million project to extend and modernise facilities at the school.

ISG, which has an office in Bradford, set the pupils the challenge of designing a site safety poster highlighting the very real dangers posed by construction sites, with the winning entries displayed across the school and on the site itself.

ISG's health and safety adviser, Mick Quealey led the

judging panel and found it impossible to select just one winner.

"The standard of entries was exceptionally high and as a result we took the decision to select three overall winners. Each of the winning designs features an excellent combination of bright and bold colours, with a catchy slogan that gives a strong message about safety.

"We find that pupils enjoy the creative process of designing a poster and this really makes them think about the dangers which they can encounter on construction sites.

"The competition works well alongside more formal health and safety talks which we give in assembly, and as a result this important health



and safety message can really hit home. All three posters will now take pride of place

around the site and within the school to reinforce our commitment to safety."

## Students watch crash drama unfold

**Don't let it happen to you. That is the stark lesson which Lancashire Partnership for Road Safety left 400 students from Lancaster and Morecambe College with having witnessed a true-to-life simulation of a car crash in April.**

The crowd watched four young friends with a little sister, aged nine, involved in a horrific car accident when going to a mate's house "just down the road". The driver who had taken drugs, escaped the crash with minor cuts and bruises, yet is left deeply scarred for life, ridden with guilt and shamed by the devastation he has caused.

The scene of a smashed car and blood-spattered actors from the college's media department was attended by the full complement of emergency services including police, ambulance, and Lancashire Fire and Rescue Service and watched by new and aspiring young drivers.

The audience then saw the award winning and powerful 'Missing Matthew' film about 22 year old Matthew Hannon



from Lancashire who lost his life racing his car against a friend in January 2006.

His mother, Ann, gave an emotional appeal for everyone to make the right decisions when it comes to driving. It was only "one moment of madness" which took her son away from her forever.

Kat Whitemoss speaking on behalf of the Lancashire Partnership for Road Safety said: "In 2006, 276 young drivers aged 17 to 25 were killed or seriously injured on Lancashire's roads. With its high student population, nearly a third of all those deaths occurred in the

Lancaster and Morecambe area. One in three males between 17 and 20 years old crash within two years of passing their test.

"The odds are stacked against young drivers unless they can make the right decisions. We want students to look around them and think 'who will crash this year' and 'will I be in the car with them?'

Contributory factors to these deaths include alcohol or drugs, excessive speed, a lack of experience to control the vehicle and peer pressure to 'show off' to friends. Don't let it happen to you."

The event, now in its second year, was initially conceived by the Alcohol Harm Reduction Partnership in association with Lancaster and Morecambe College, North Lancashire Teaching Primary Care Trust, Lancashire Partnership for Road Safety, Lancashire Fire & Rescue Service, North West Ambulance Service and Lancashire Constabulary, and underlines the number of people and organisations which are affected by road crashes though the full consequences are rarely realised.

Both MPs for the area have commended the event. Ben Wallace MP for Lancaster and Wyre said: "I fully support all efforts to remind people of the hazards and implications of dangerous driving. We should not forget that it is someone's son or daughter who ends up dead when things go wrong."

Geraldine Smith MP for Morecambe said: "Young people dying on our roads is recognised as a national epidemic."



## Learning about buses

**School kids preparing to make the step up from primary to secondary school have been receiving some special tuition - on how to catch the bus!**

Year 6 pupils at Rowlands Gill Primary School in Gateshead are the latest to take part in a Gateshead Council scheme which prepares children for their new, longer journey to school - by letting them experience the journey in the company of their friendly local bus manager first.

Parents and pupils often feel anxious at the start of secondary school, and may want to escort children there by car. However, experience has shown that this can establish a pattern of car use which makes children totally reliant on their parents for transport, and which contributes to increased traffic congestion and pollution.

To help overcome their fears, Gateshead Council and

Nexus trialed a programme two years ago to give Year 6 pupils a 'taster' journey to their new secondary school. The journey allowed them to travel the route of the school bus, having the stops pointed out to them, as well as the bus bay at their destination and the entrance to their new school.

The children also had the chance to see where their bus will pick them up in the afternoon - the sort of minor worry that can often discourage children from using the bus.

Feedback was so positive that, last year, the programme was expanded to more schools in Gateshead and via Nexus to schools in Sunderland and South Tyneside. This year, for the first time, schools in Newcastle and North Tyneside have also taken part.

The journey is only part of the programme, however. The morning begins with a talk in the classroom with the



district bus manager, and covers common worries such as 'will I need the correct fare?', 'what happens if I lose my bus fare?' and 'how can I get a Tyne and Wear Under 16 Card?' The children then make the journey to their secondary school and the morning ends with a more informal questions and answer session.

Gateshead Council has developed resources for teach-

ers to use in the classroom to prepare for the event and to follow it up. The children learn, among other things, how much more fuel efficient a bus is than the car, and also about respect for other passengers and the property of the bus company. The council's school travel adviser also visits teachers ahead of the event to explain what's involved.

## Looking at the Kerbcraft effect

**The evaluation of the National Child Pedestrian Training Pilot Project (Kerbcraft) investigated its impact on children's pedestrian behaviour and on schools and volunteers.**

Effective ways of establishing and sustaining practical

child pedestrian schemes were identified. The study was conducted by Kirstie Whelan and colleagues at the University of the West of England, Bristol.

One hundred and fifteen pilot schemes were funded in 75 authorities across England

and Scotland, in areas with high child pedestrian accident rates and high levels of deprivation.

This field trial has operated in a variety of settings, taking rurality, ethnicity and social deprivation into account.

The findings of the pilot in Drumchapel, Glasgow, have been confirmed in a larger and more disparate sample. This study has contributed to two approaches related to reducing health inequalities:

- Strengthening individuals – by increasing children's pedestrian skills and enhancing the range of volunteers' skills.
- Strengthening communities – by recruiting and retaining large numbers of community volunteers and strengthening their links with schools and local authorities.

In relation to Kerbcraft's impact on behaviour, the study found strong statistical evidence of positive impact of training in all three skills. There was no gender difference for baseline performance or impact of Kerbcraft training.

The programme had an impact on schools, communities and volunteers. Kerbcraft improved relationships between the schools and parents. Positive opportunities were provided for volunteers to develop social contacts, feel valued and take advantage of educational and employment opportunities.

Cost effectiveness analysis showed that costs of training in a sample of local authorities ranged from £28 to £99 per child. The cost of Kerbcraft in six of the local authorities was below £40.



# LASER sends seven cruc

Fremington Army Training Camp in North Devon makes an excellent venue for a LASER event. It is secure and allows seven scenarios to be presented in a relatively small space reducing travelling time between to the minimum.

Children were advised to work only with adults wearing sticky badges since there could be army personnel in the vicinity. These smiley face badges reflected the positive atmosphere created from the moment children arrived until the debriefing and departure.

Devon and Somerset Fire and Rescue Service provided the first demonstration, with all the children watching at a safe distance behind a rope.

## Colin Morris visits the Torridge and North Devon Junior Lifeskills event

water on the end of a long steel rod and held by a firefighter in protective clothing is tipped on the flames to produce this ball.

It is intended to be an introduction into a world of risks with which the children are challenged to engage.

The second scenario is another fire service trailer showing, this time, a lounge full of hazards. As the children are guided by a firefighter to focus on each hazard, the objects are lit electronically.

An iron left on, dry clothes by an open fire, a cigarette

good blend of clarity and wit. Which children have already drunk alcohol? The children seem reluctant to answer, unsure of the response they may receive.

The children are then invited to walk down the garden path as shown by two lines of markers across the carpeted floor. They will be wearing special glasses which simulate the effect of five or six glasses of beer. Can they keep a straight line?

As each child attempts this apparently simple task with varying degrees of wandering across one line or another, the police officer maintains a commentary on their progress.

One child said afterwards that they could see the floor wearing the glasses but it kept on moving.

Two ladies from North Devon Primary Care Trust introduce the heart as the muscle that pumps blood round the body to provide oxygen. One hour of exercise a day, such as walking to school, swimming, playing football provides both enjoyment and further strength to the heart to carry on its job.

The children are invited to have their standing pulse rate measured with a finger meter before going outside to run, jump and dance to raise their pulse rate. On return the new pulse is measured to show how the heart was being exercised. Comment is made by the health visitors where children demonstrate a quick recovery from high to standing pulse rate as one sign of a healthy body.

Western Power Distribution has a presenter who engages

the children in a poster showing a range of hazards associated with electricity. The 230 volts coming through a household mains system can kill you: imagine what 11,000 volts in a sub-station could do! This energy has the potential "to cook you from the inside like a microwave" because we are made up of water which acts as a conductor to any electricity source we touch directly. So what happens in a sub-station where someone's football has become lodged? Retrieving it is far too dangerous but a call to the WPD at the telephone number shown on the side of the station is a sensible act, helping to keep people safe.

Making a circuit is a core part of the science curriculum which has a direct input into this scenario: here is one reason why we need to know about circuits. Our bodies can complete the circuit with horrifying results if we are not thinking safely.

The British Red Cross use a large poster on the wall to show the witnesses to a road accident. Which of these people could provide vital first aid?

D for danger, R for response, A for airway and B for breathing: this vital sequence is explained.

The children were guided through the sequence before practicing the recovery position in pairs. Two Red Cross volunteers are on hand to advise them as they practice.

Once again, the emergency call to 999 or 112 which can override the key lock on a mobile phone, is established as a major weapon in the fight to save lives.

Maritime and Coastguard Agency staff discussed if we see someone or something in trouble at the seaside, by rivers or estuaries how can we help? Making the phone call (999 or 112) includes four important pieces of informa-



**The dramatic ball of flame demonstration**

A firefighter enquires about the children's use of chip pans which seems to be diminishing. There is a sense of expectancy because the children are standing behind a barrier some 30 metres away from the trailer containing a chip pan of oil getting hotter, producing smoke and eventually flame while the firefighter addresses them.

Talk about temperatures of 190/200 degrees rising to 450 degrees may have a variable impact on youthful ears but the final explosion of a ball of flame close to 900 degrees speaks volumes. One cup of

close to paper rubbish in a bin, tee lights on a wooden base, electric cabling trailing over the carpet and an overloaded socket are observed. With some assistance from the firefighter, the children manage to spot most of these hazards and appear to understand why they present risks.

Smoke alarm advice includes weekly testing, cleaning regularly and changing the battery once a year.

Devon and Cornwall Police focus on alcohol. Information is delivered through a conversation between an officer and the children. He has a



# ial safety messages

tion: Who, what, where and when? The children are given a chance to practice this in groups. Red flags on the beach show dangerous areas that should not be used. Hazards which can be spotted on the beach include: glass, syringes, rusty fishing hooks. Live bombs have been found; if you don't know what you have found it is best to call an adult or the coastguard.

Environmental Health Officers explain there are

good bacteria which can build up immunity to infection in the body but there are also bad bacteria which can make you ill. Raw chicken and raw eggs have the potential to cause illness if not handled correctly. Bacteria multiply so in 20 minutes one becomes two and so on; the children multiply out loud to show how large the problem could grow unchecked.

A drop of glow cream applied to the hands allows the

ultra violet light machine to identify significant areas of bacteria lurking on our skin.

After all this activity, the responses were much louder now that the children had lost some inhibitions. Each scenario was revisited through questions and answers mixed with a little humour.

The fire service reminded the children about the danger of hoax calls (200 to the fire service last year). The poem "The Hoax Call" was read in

which a young man changed from a hoax caller to a murderer in a very short time. He discovered that it was his family which suffered when the fire service was diverted from saving lives to a wasted journey.

Many thanks to Pam Charles, Amanda Wycherley and Eric Davidson who coordinate the event for their welcome and cooperation. Also to their colleagues in the supporting agencies for their hospitality.

## Learning to stay safe at home

A new online accident prevention resource [www.safehome4me.com](http://www.safehome4me.com) has been launched for children.

Developed by the Southern Health and Social Care Trust in Northern Ireland, the website has been designed for pre-school and primary school settings but can also be used at home to raise awareness of accident prevention.

Through a series of interactive games and watch and learn sequences, the website introduces children to behavioural, product and environmental risk factors which can lead to common home accidents.

The teachers' pack which accompanies the online resource covers a range of safety topics, encourages discussion and provides further activities for children. Copies of the pack are being sent to Early Years Teams, Sure Start organizations and all nursery and primary schools in the Trust area.

Accident prevention topics covered in [www.safehome4me.com](http://www.safehome4me.com) include;

- Bouncing (trampoline) accidents
- Burns and scalds

- Falling and crashing
- Poisoning
- Ear, nose and mouth accidents
- Contacting the emergency services.

The resource has been funded by the Southern Health and Social Services Board through the Northern Ireland Home Accident Prevention Strategy and was developed in consultation with the Southern Area Accident Prevention Liaison Group.

Last year there were 3,336 attendances at Accident and Emergency Departments across Northern Ireland due to home accidents, 445 of these in the Southern Health and Social Care Trust area.

Launching [www.safehome4me.com](http://www.safehome4me.com) Melanie McClements, Assistant Director of Promoting Wellbeing for the Southern Health and Social Care Trust said: "This resource will help children to develop attitudes around keeping themselves and others safe and show them what to do if an accident happens.

"The scenarios and games on the online resource work best if explained and discussed with an adult initially,



but once children are familiar with the site, they can continue to use it alone. We hope which children will be encouraged to bring this learning

home to share with parents and carers to change their behaviours or modify the home to reduce the risk of accidents."

From the beginning of the how Each subject has a new

The entire secondary curriculum is being revised. The new curriculum is also

how. Each subject has a new programme of study, linked to the aims of the overall curriculum to young people as 'successful learners', 'confident individuals' and 'responsible citizens'.

The new curriculum is also linked to the 'Every Child Matters' through which schools and other agencies are ex-

### 3 key questions:





# in the secondary curriculum

pected to help all children to achieve five key outcomes:

- Be healthy
- Stay safe
- Enjoy and achieve
- Achieve economic well being
- Make a positive contribution.

The diagram or big picture of the curriculum shows how

the subjects contribute to this.

As part of the reform, the familiar personal, social and health education (PSHE) has become personal social, health and economic education (or PSHE education).

PSHE education will be divided into two strands: "personal well being" and "economic well being and financial capability".

Injury prevention (including road safety, home safety, water and leisure safety) is part of the personal well being curriculum.

Like all the other subjects PSHE has a programme of study with five key elements:

- An importance statement – why the subject matters and how it can contribute to the overall aim
- Key concepts – identifies the big ideas that underpin the subject
- Key processes – identifies the essential skills of the subject
- Range and content – outlines the breadth of subject matter which teachers can draw on to develop knowledge, skills and concepts
- Curriculum opportunities – identifies opportunities to enhance and enrich learning.

The only difference between PSHE education and all the other subjects is that the range and content is covered by a non-statutory curriculum framework, while the other subjects are statutory. However, schools do have a statutory requirement to support the personal, social and emotional development of all children and young people in their care, and PSHE education is seen as an important element in the delivery of that expectation.

Why is this such good news

for RoSPA and all those concerned with injury prevention?

For many years RoSPA has argued that safety education should not be divided into separate elements of road,

miliar environments.

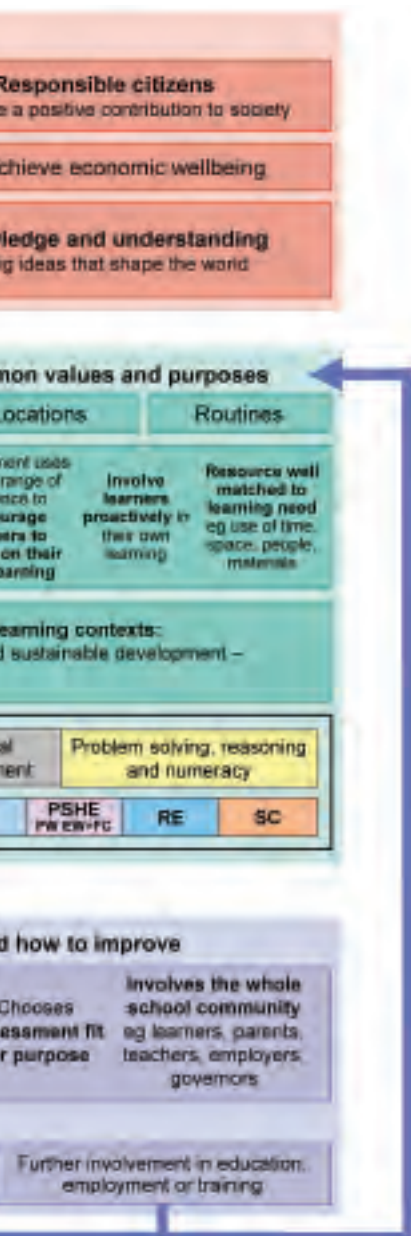
And risk is not only a key concept for preventing injury – it is an important concept in promoting well being, whether through drug education, sex and relationships education, healthy eating – and many more topics traditionally taught as separate topics within PSHE. And of course, risk is a key concept in education for economic well being and financial capability. Revising the programmes of study has provided all these subjects with a clearer rationale and will

strengthen the role of PSHE education teachers in England.

And the changes to the curriculum also mean that we can give appropriate emphasis to the idea that risk brings positive as well as negative outcomes, providing young people with challenges though which they can learn about themselves, their strengths and capabilities as well as about others and about their environment.

At RoSPA we hope the new curriculum will help teachers to focus on keeping young people as safe as necessary, not as safe as possible.

**Changes to the curriculum also mean that we can give appropriate emphasis to the idea that risk brings positive as well as negative outcomes, providing young people with challenges though which they can learn about themselves, their strengths and capabilities as well as about others**



home, water, building site safety – even though there are specific hazards, and some very specific skills required to manage the risks associated with each of these environments.

We have argued that the concept of risk underpins all education aimed at helping children and young people to stay safe. By being more explicit about risk and the language we use to describe risk we will help young people to understand how to identify risks to themselves and others as they encounter more and more complex and unfam-

**For more information about the changes to the curriculum, visit the QCA website at <http://curriculum.qca.org.uk/key-stages-3-and-4/index.aspx>**

**And for suggestions about how to introduce the concept of risk into your teaching about injury prevention, see the RoSPA safety education webpages, especially <http://www.rospace.com/safetyeducation/why.htm>**

**And <http://www.rospace.com/safetyeducation/riskociety.htm>**

**And to make sure your teaching about injury prevention is based on evidence for what works, see 10 principles of safety education:**

**<http://www.rospace.com/safetyeducation/principles.htm>**

# School guide to road safety

**Kathy Shortt of the road safety team at RoSPA and Jenny McWhirter, risk education adviser, have developed a new guide for healthy schools about road safety.**

It demonstrates how a school working towards becoming a healthy school can include road safety in a wide

variety of ways – in the curriculum, in activities involving parents and pupils and in policy. It also demonstrates the links between road safety and other aspects of healthy schools such as the travel plan, the environment and sustainability issues.

To help with curriculum

planning the guide offers a spiral of children and young people's developing understanding of risk set against a set of learning outcomes for becoming a safe road user, from being a safe passenger and pedestrian to becoming a safe driver.

The stages of development

for risk are based on research carried out using the draw and write technique (<http://www.rospa.com/safetyeducation/risksociety.htm>) – and represent minimum expectations for each age group.

So while most young people aged 7-11 (Key Stage 2) will be able to recognise hazards in familiar situations and take action to manage the risk to themselves, some will also be able to recognise hazards in unfamiliar situations. However, we would not expect most to be able to do this until they are about 14 years old (Key Stage 3).

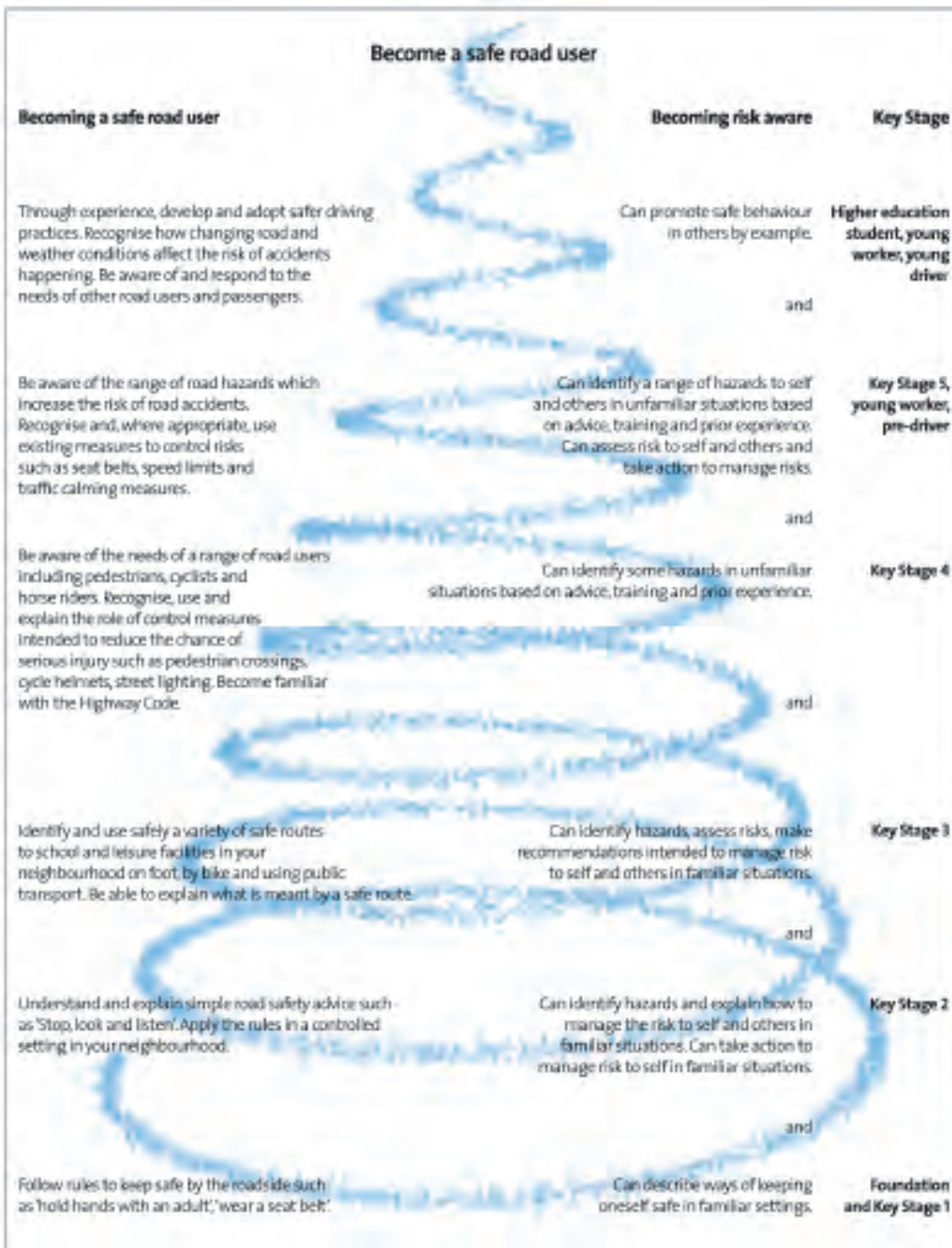
While we have applied this spiral to road safety, there is no reason why it could not be used to help plan teaching and learning in a variety of other safety related areas, where there is a progression of learning outcomes, such as keeping safe near or in open water or staying safe at home.

Why not give it a try for yourselves? You may find that some safety skills expect more of young people than they appear capable of – but this need not be a barrier. It merely indicates that they need appropriate teaching to enable them to accelerate their understanding of risk in this context.

A word of caution, however: accelerating their learning in one area will not mean that they transfer the learning to another situation! A more general understanding of risk still seems to develop slowly.

The guide, is available free in hard copy from Kathy ([kshortt@rospa.com](mailto:kshortt@rospa.com)) or online from [http://www.rospa.com/roadsafety/info/healthy\\_schools.pdf](http://www.rospa.com/roadsafety/info/healthy_schools.pdf)

Why not let us know how you get on by emailing Jenny McWhirter ([jmcwhirter@rospa.com](mailto:jmcwhirter@rospa.com))





# Focus on e-safety in classrooms

Everyone who works with children and young people has a duty to safeguard them from harm while they are using digital resources. However, it is not uncommon for today's generation to have a much greater knowledge about technology than those that look after them, such as their teachers. Sally-Ann Griffiths, director of e-safety at Securus, a leading provider of e-safety solutions, explains.



**The diversity of ICT resources available in the education market is vast. Without question technology has, and will continue to change our modern education environment.**

Today's students have access to everything from interactive whiteboards and laptops to mobile learning devices. Such developments, unimaginable just decades ago, have generated a wealth of opportunities and have opened countless doors for the digital generation.

While the advantages are enormous and should not be discounted, equally the potential dangers cannot be ignored.

The most widespread e-safety breach in schools is when young people access and upload inappropriate

content by circumventing existing filtering to access blocked websites.

This may be material which includes personal details, is hateful or violent in nature, encourages activities which are dangerous or illegal, is pornographic or simply un-

**Digital technologies such as e-mail, instant messaging, chat rooms and so on are the catalyst for cyberbullying**

suitable for a particular age group.

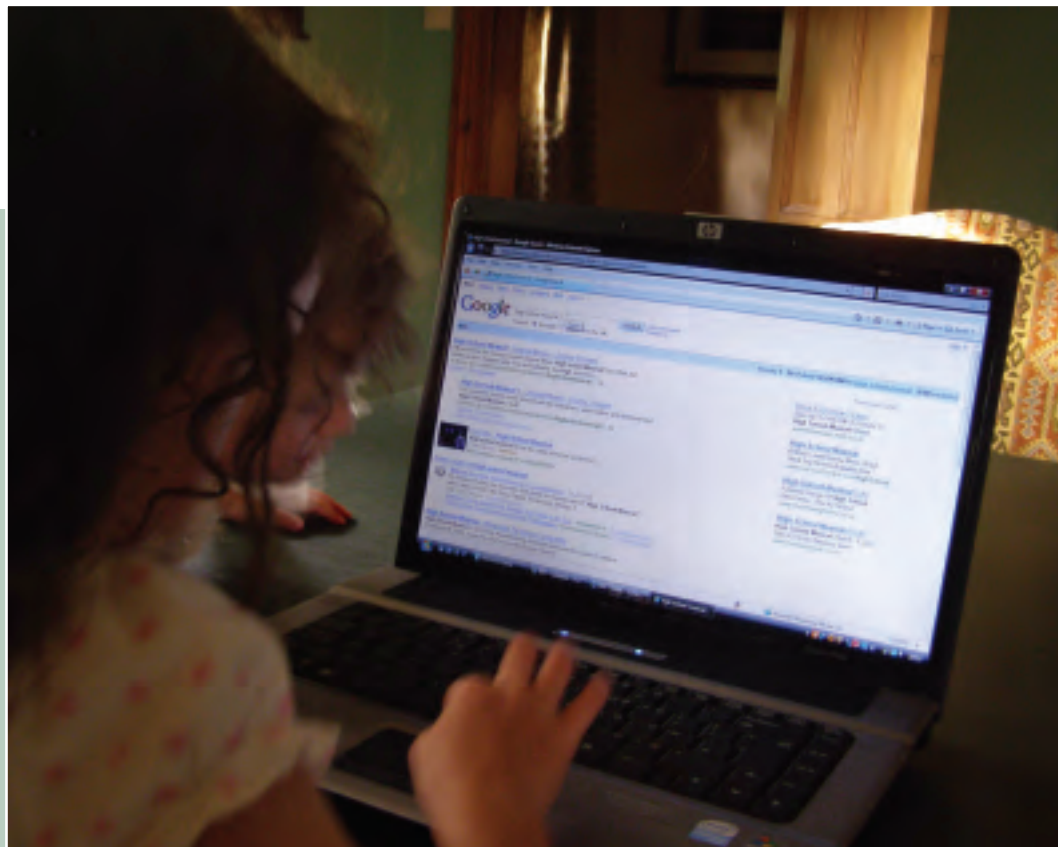
Another concern is cyberbullying which more and more schools now have to deal with. Digital technologies such as e-mail, instant messaging, chat rooms and so on are the catalyst for cyberbullying as they provide an anonymous method by

which bullies torment their victims, be they other students or even teachers.

For young people, technology is about more than just learning, it provides a forum in which they can develop their social life and be entertained. Sadly this can be dangerous as young people may not be communicating with who they think they are; predator grooming is a great concern.

For instance, it has been known for young people to unwittingly establish friendships with middle-aged men who have unscrupulous intentions, when they are under the impression that they are talking with a fellow student of similar age.

The threat of abuse or physical danger is perhaps the most worrying risk asso-



# Focus on e-safety in classrooms

ciated with the use of the internet, and what is more it can and does happen. So how can schools protect students while also allowing access to explore the internet?

The internet is bursting with information, which if used appropriately can help young people thrive. As a dynamic learning tool safe and responsible usage should be promoted; young people should be encouraged to embrace the internet, not fear it.

It is essential that e-safety messages are embedded into the national curriculum and reinforced every time a student uses technology. This is achievable through developing their critical thinking skills

ease concerns by observing activity, recording evidence of misuse and alerting staff to issues of concern. The more sophisticated e-safety solutions provide screenshots of every violation both on and offline, even if content is not saved or is deleted, along with details of the user, workstation, time and date.

Although on occasions certain material which is flagged up can be innocent, such a system consistently highlights potentially harmful activity, which enables issues to be addressed in the early stages.



to allow them to assess the issues and risks.

Additionally schools cannot afford to operate without some form of e-safety protection. For instance, monitoring software is now recognised by the Government as an important element of a successful e-safety strategy and far more effective than banning access.

Monitoring solutions help

It is vital that students have the freedom to use ICT properly while also learning to stay safe. When students are fully educated about the issues, schools often experience a reduction in the breaches of e-safety.

The reason for this transformation in classroom behaviour is because these solutions are a powerful deterrent against unacceptable ac-

tivities. Students are aware that they are being monitored which creates a strong incentive to use ICT in a safe way, stay on-task during lessons, act responsibly and adopt good habits.

In terms of cyberbullying,

**Students are aware that they are being monitored which creates a strong incentive to use ICT in a safe way**

the victims are often reluctant to seek help which makes it difficult to detect. E-safety solutions play an invaluable role here by enforcing school anti-bullying policies and bringing bullying and racism to light through identifying threatening language. This allows schools to identify the students involved and capture evidence, even if the incident goes unreported by the victim.

Meanwhile teachers are provided with the confidence and knowledge to handle e-safety issues effectively. They are empowered to discuss student behaviour with parents, and are protected against false accusations or becoming targets of bullying themselves. Essentially, teachers are allowed to do what they do best – teach safely in

the knowledge that their students are safe.

It is not uncommon for students to have a far greater understanding of technology than their teachers. They are raised in a digital world where technology is an essential part of their daily routine. And yet being a computer whizz does not equip them to deal with issues which may occur while using technology

When it comes to technology, many students are understandably adventurous. They are clever and innovative and some will do their best to crack any barriers which hinder their journey into cyberspace. Young people love to push the boundaries, but they are still hugely vulnerable which sometimes means they unintentionally put themselves in danger.

In reflection of the growing emphasis placed on e-safety, it has never been more important to better equip teachers to both understand the issues and educate students. Without question, e-safety is a high priority for every school across the UK.

For further information on e-safety solutions visit [www.securus-software.com](http://www.securus-software.com) or telephone 01932 255480.

## Potential dangers online

- Cyberbullying
- Predator grooming
- Accessing inappropriate sites:
  - Pornographic
  - Hateful or violent in nature
  - Encourages dangerous or illegal activities
  - Gambling
  - Suicide
  - Weapons
  - Hacking
  - Recipes for making drugs/bombs
  - Age-inappropriate
- Identity theft
- Buying and selling of stolen goods



## Poetic road to safety in the car

A total of 527 poems on 'Staying Safe in the Car' were entered from junior and senior pupils across the Gwent region into this year's road safety illustrated poem competition, which was run jointly by the road safety team at Capita Symonds and Heddli Gwent Police.

The prizes and certificates were presented by Mike Tonge, chief constable of Heddli Gwent Police.

The highest number of senior entries came from Duffryn Comprehensive School, Newport and Vicky Carey, the English teacher collected their award from Mr Tonge. Vicky said "We found the project to be of great interest across all the year groups that entered. The year 9 and

10 groups were very aware of the dangers and very sensible in their approach to the task. It was surprising how many features the pupils were able to recognise in relation to in car safety."

Vicky continued, "However, many of our younger pupils did tend to focus on the main features they see on TV – driving too fast, drink driving, etc. It would be nice if there was greater awareness made of the distractions that can occur in the car – talking to the driver, asking them to look at something other than the road, music blasting, eating and drinking at the wheel, using mobile phones.

"The teachers involved in this competition often had to



point out these obvious factors that impact on driving and in car safety. It is unfortunate that advertisements and

publicity tend to focus on accidents and car crashes than the factors that actually cause the incidents."

## Thanks for 500 London JRSOs

Primary school children from more than 100 schools across London were thanked for the hard work and dedication they have put in over the last year as Junior Road Safety Officers. Their efforts have helped to reduce the number of children killed or seriously injured on London's roads by 16 per cent since 2006.

The JRSOs were treated to a day of fun and interactive activities at Transport for London's Street Safe Live

event at the Southbank Centre in Waterloo. The event included a performance of "High Street Musical" with a road safety theme and an awards ceremony where some of the most exceptional junior officers won prizes for their own imaginative "Street Safe" ideas in song, words and art.

This is the third year that TfL has held the Street Safe Live day, and the response this year was overwhelming with almost 500 children there to celebrate the success of the scheme which involves schools recruiting Year Five and Six pupils to take the lead in promoting road safety issues among their peers.

Figures released by TfL show that the number of children killed or seriously injured in collisions on our roads is continuing to go



down, and the success is in part thanks to innovative ways of giving young people the skills and confidence they need to negotiate London's busy roads. Younger children

are also now being taught the basic road rules from nursery school age through TfL's Children's Traffic Club and A-Z Tales.

The "High Street Musical" theme of the day saw the children participating in cheer-leading practice (with road safety messages), trying their luck with a football kicking machine to help them understand exactly how fast 30 mph is and a distraction challenge with the message "watch what you're doing while near the road".

The highlight of the day for many was the "High Street Musical" stage performance, which featured a cameo by

TfL's managing director of surface transport, David Brown, who also handed out the Street Safe Live awards to the deserving JRSOs.



# Builders highlight site perils

**The main contractor at Edinburgh Academy's new £2 million nursery and after-school facility has warned pupils about the dangers of playing on scaffolding and construction sites.**

Dunne Building and Civil Engineering is undertaking the complete design and build of the new development which will form an integral part of the independent school's campus that sits on the capital's Henderson Row.

Work is progressing on schedule and the group's health and safety team re-

cently delivered an educational presentation to pupils with the help of the 'Stay Safe, Building Site Safety' magazine which has been developed by the Health and Safety Executive.

The colourful educational publication, which is aimed at seven to 11 year olds and includes a character called Digger, is being used across the country to make school-kids aware of the hazards which exist on building sites.

Pupils were asked to solve a range of games and puzzles and the six who scored the highest were each presented



with a certificate by head-teacher Caroline Bashford before being given a tour of the

site by Dunne Group's health and safety manager Robert Morrison.

# First forum for Welsh JRSOs

**South East Wales' first ever Junior Road Safety Officer forum was held recently at the YMCA Conference Centre, Newport. It was a fun, action packed educational day, with 17 schools and 61 pupils attending.**

The Forum had non-stop activities in the morning, including visits from the fire and rescue services and Heddli Gwent Police. The children had great fun, climbing all over Duffryn Station's fire appliance, two motorway police cars and a very flashy roads policing motorbike.

The JRSOs also had a fun lesson in speed. They had to push, two modified shopping trolleys donated by the Safety Camera Partnership, which had been made to look like cars! They had to push these at just 5mph, which is very difficult to do, as surprisingly they travel at roughly 8 miles per hour.

During the lunch break everyone was kept thoroughly entertained by Abersychan Comprehensive's Band; who sang their very own road safety song and got the children up and dancing with some popular rock tunes!

Afternoon activities in-

cluded some very impressive circus skills, performed by Luke from Jugglestruck! Luke always teaches the children about light controlled crossings with the help of his road safety dragon, Smokey!

The children also had some on-road pedestrian training, where they were taught the correct and safest way to cross between parked cars. The pedestrian training co-ordinators were very impressed with the children's behaviour and knowledge, which is a great recognition of the fact that they are their school's road safety ambassadors!

The afternoon was rounded

off with a lesson about moving up to comprehensive school, how using all of your senses will help to keep you safe on your new journey; and a road safety behaviour quiz. From the results of the quiz it was discovered that, in the opinion of the children, the most dangerous things about the road outside their school were:

- Adults speeding
  - That they have nowhere safe to cross the road due to parked cars.
- The worst parking offences were:
- Adults parking on the foot-path

- Parking on double yellow lines.

The event received generous funding contribution from Capita Symonds, Cwmbran; and was supported by the Welsh Assembly Government; and the participating local authorities of Blaenau Gwent County Borough Council; Caerphilly County Borough Council; Monmouthshire County Council; Newport City Council and Torfaen County Borough Council.

Each school participating in the scheme has two Junior Road Safety Officers from year six, and two apprentices from year five. Their main focuses are any dangerous road safety issues which affect their school and its local community. The JRSOs help to promote positive change of attitudes by:

- Organising various activities, including competitions about unsafe driving and 'in car safety'
- Leaflet drops regarding dangerous parking at the schools gates
- School assemblies encouraging pupils to be safer cyclists and pedestrians.







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# Regulating for Home Safety

## Achieving the right balance between complacency and paranoia

Can regulation provide a solution to a reduction in home injury, or are people becoming reliant on the safety equipment now available for home use?

This year's Congress will explore the range of solutions aimed at achieving the right balance between complacency and paranoia. Should the home environment be as safe as is necessary rather than as safe as is possible?

A range of topics will be discussed, looking at the issues surrounding regulation:

- Regulations and their contribution to consumer safety
- The relationship between regulation and accident rates
- What is the appropriate level of regulation for safety in the home? Should it be more or less?
- TMVs, should they be mandatory in England, as they are in Scotland?
- Can children's play be both safe and exciting?

### Not to be missed by:

- Home safety officers
- Accident prevention officers
- Trading standards officers
- Fire prevention officers
- Housing associations
- Safety product manufacturers
- Community practitioners
- Age Concern teams
- Falls prevention co-ordinators
- Regulatory bodies



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# A health and safety solution that fits...

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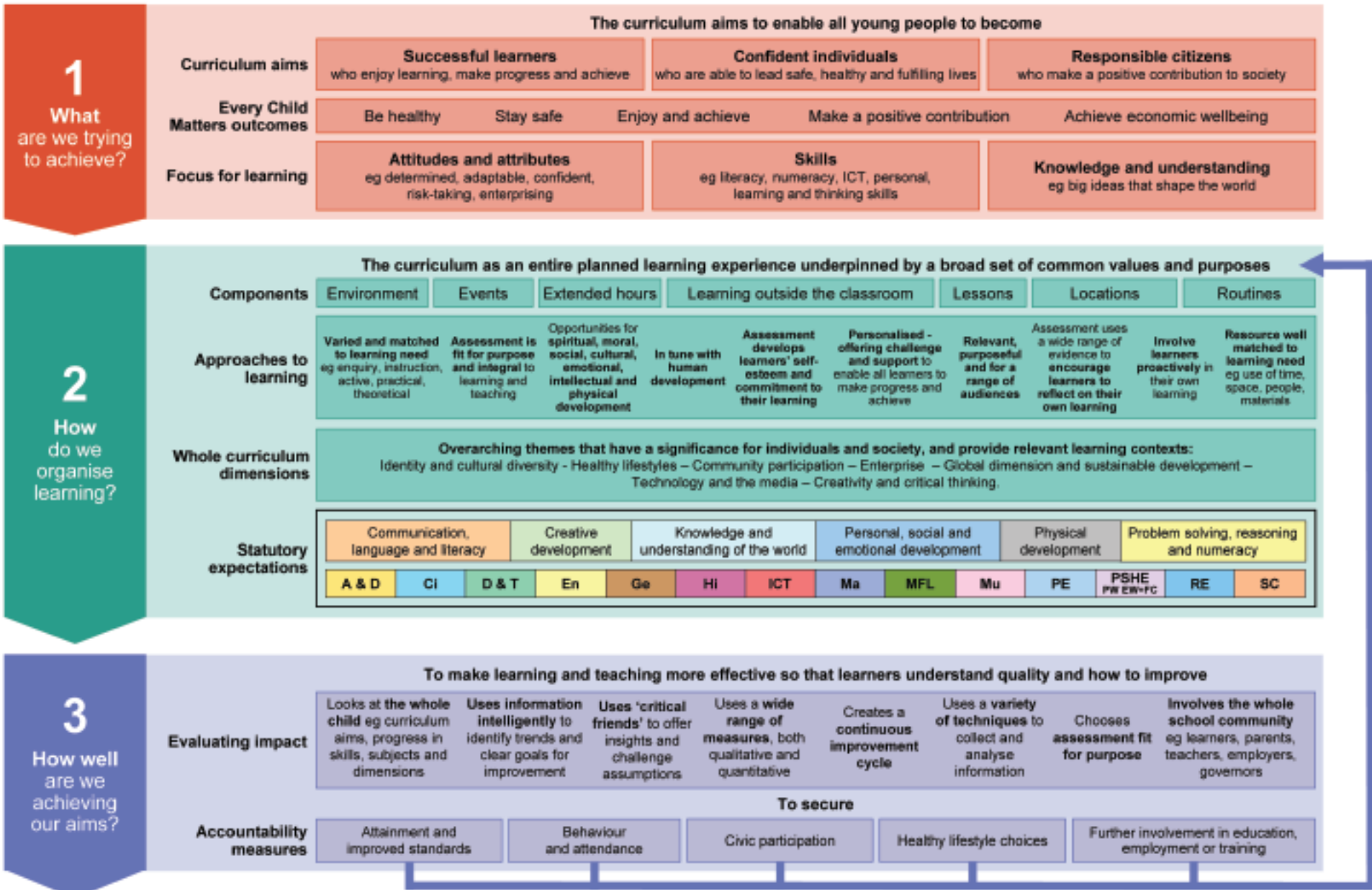


# Exciting new beginnings on the secondary curriculum

For those interested in safety education and injury prevention in England, September 2008 is an important date in our diaries! Jenny McWhirter reports.

## A big picture of the curriculum

3 key questions:



Adapted with thanks to colleagues at the Council for Curriculum, Examinations and Assessment (CCEA)

pected to help all children to achieve five key outcomes:

- Be healthy
- Stay safe
- Enjoy and achieve
- Achieve economic well being
- Make a positive contribution.

The diagram or big picture of the curriculum shows how

the subjects contribute to this.

As part of the reform, the familiar personal, social and health education (PSHE) has become personal social, health and economic education (or PSHE education).

PSHE education will be divided into two strands: "personal well being" and "economic well being and financial capability".

Injury prevention (including road safety, home safety, water and leisure safety) is part of the personal well being curriculum.

Like all the other subjects PSHE has a programme of study with five key elements:

- An importance statement – why the subject matters and how it can contribute to the overall aim
- Key concepts – identifies the big ideas that underpin the subject
- Key processes – identifies the essential skills of the subject
- Range and content – outlines the breadth of subject matter which teachers can draw on to develop knowledge, skills and concepts
- Curriculum opportunities – identifies opportunities to enhance and enrich learning.

The only difference between PSHE education and all the other subjects is that the range and content is covered by a non-statutory curriculum framework, while the other subjects are statutory. However, schools do have a statutory requirement to support the personal, social and emotional development of all children and young people in their care, and PSHE education is seen as an important element in the delivery of that expectation.

Why is this such good news

for RoSPA and all those concerned with injury prevention? For many years RoSPA has argued that safety education should not be divided into separate elements of road,

**Changes to the curriculum also mean that we can give appropriate emphasis to the idea that risk brings positive as well as negative outcomes, providing young people with challenges though which they can learn about themselves, their strengths and capabilities as well as about others**

home, water, building site safety – even though there are specific hazards, and some very specific skills required to manage the risks associated with each of these environments.

We have argued that the concept of risk underpins all education aimed at helping children and young people to stay safe. By being more explicit about risk and the language we use to describe risk we will help young people to understand how to identify risks to themselves and others as they encounter more and more complex and unfam-

iliar environments.

And risk is not only a key concept for preventing injury – it is an important concept in promoting well being, whether through drug education, sex and relationships education, healthy eating – and many more topics traditionally taught as separate topics within PSHE. And of course, risk is a key concept in education for economic well being and financial capability. Revising the programmes of study has provided all these subjects with a clearer rationale and will strengthen the role of PSHE education teachers in England.

And the changes to the curriculum also mean that we can give appropriate emphasis to the idea that risk brings positive as well as negative outcomes, providing young people with challenges though which they can learn about themselves, their strengths and capabilities as well as about others and about their environment.

At RoSPA we hope the new curriculum will help teachers to focus on keeping young people as safe as necessary, not as safe as possible.

For more information about the changes to the curriculum, visit the QCA website at <http://curriculum.qca.org.uk/key-stages-3-and-4/index.aspx>

And for suggestions about how to introduce the concept of risk into your teaching about injury prevention, see the RoSPA safety education webpages, especially <http://www.rospace.com/safetyeducation/why.htm>

And <http://www.rospace.com/safetyeducation/riskssociety.htm>

And to make sure your teaching about injury prevention is based on evidence for what works, see 10 principles of safety education: <http://www.rospace.com/safetyeducation/principles.htm>