

Child Safety Education Coalition (CSEC)

Statement of Purpose

This leaflet:

- provides a brief description of CSEC – its aims, objectives and main functions
- describes CSEC's values
- gives a brief description of what is meant by:
 - high quality practical safety education
 - unintended injury
 - prevention through education
 - positive communication

About CSEC

The Child Safety Education Coalition (CSEC) is a membership organisation. CSEC is informed by its members and managed by a dedicated Manager who reports to the Coalition Steering Group and an Executive Committee. It was announced in 2008.

CSEC's *aim* is to encourage and support activities which contribute to a reduction in unintended injuries to children and young people

CSEC's objectives are to: to define, audit, develop, manage, promote and support 'high quality practical safety education' in England

In order to achieve these aims and objectives all member organisations will work together to:

- Identify common and avoidable injuries to children and young people
- Identify activities where practical safety education could be improved, extended or introduced
- Provide children with opportunities to develop risk competence¹ appropriate to their age and developmental stage, which is transferable to all aspects of their lives
- Enable children and young people to have the confidence put their risk competence into practice

The Coalition will use a comprehensive approach to reducing unintended injury through:

- raising the profile of unintended injury and the effect it has on children and young people's life chances, achievements, emotional health, and well-being with the public and relevant professionals
- creating a climate in which everyone agrees that unintended injuries are avoidable
- ensuring that teachers and others working with children and young people, and young people themselves, are equipped with the skills and knowledge to manage unintended injury
- encouraging Local Authorities to adopt unintended injury National Indicators (NI47-49, 70) as part of their Local Area Agreements. Further information on National Indicators is available from:
<http://www.communities.gov.uk/documents/localgovernment/doc/517909.doc>

○ ¹ Risk competence may be defined differently for children and young people at different ages. For example for children aged 10-11 this could be defined as the 5 R's:

- Recognise harms and dangers
- Remove these harms and dangers
- Reduce the impact these harms and dangers
- Recover from injury caused by exposure to common harms and dangers
- Remember and transfer what they have learned and what they have learned to do to new and unfamiliar situations

- establishing clear guidelines which support 'high quality practical safety education'
- encouraging, facilitating and supporting an increase in the number and frequency of opportunities available for high quality practical safety education
- auditing and evaluating the outcome and impact of unintended injury interventions and resources
- provide a forum for safety education practitioners and providers to communicate with one another, with the DCSF and in which safety education resources and initiatives can be offered for peer group review.

The Coalition, therefore, has six main functions:

- **auditing, mapping and targeting** – research current provision and maintain a register of providers with which to inform and encourage increases in capacity and deployment of resources and initiatives
- **policy and advocacy work** – partnership building, policy development and media work at national, regional and local levels
- **building the evidence base for effective practice** – encouraging research and evaluation to identify what works; collecting, synthesising and sharing effective practice; supporting new developments and innovations in line with the evidence in conjunction with the national injury observatory and Public Health observatories.
- **information sharing** – disseminating information through an email network, website, newsletters, publications, conferences and training events at national and regional local levels and developing resources for schools and other organisations that work with children and young people
- **establishing quality assurance programmes** – in partnership with providers, commissioners and beneficiaries develop voluntary 'accreditation/endorsement' programmes
- **coordinating a network of unintended injury prevention programmes** – supporting members and other organisations to take part in high quality practical safety education initiatives and intervention at national and regional local levels

CSEC's values

The work of CSEC is based on the following values:

- We believe that common unintended injuries can be predicted, managed and reduced
- We believe that all children and young people can be and should be trusted to take some responsibility for their own safety and the safety of others
- We believe that children and young people should be encouraged to learn how to assess and balance risk benefits and risk harms
- We believe that children and young people should be encouraged to understand and develop their risk competence so that they can better contribute to the communities in which they live and work
- We respect difference and welcome diversity among children, young people and in society in general, and believe our work should be inclusive of all
- We believe that children and young people should have the right to feel confident, secure and valued, and that providing opportunities which support and encourage these outcomes is everyone's responsibility
- We believe children and young people should actively participate in decisions that affect them and should be supported in taking responsibility for their choices and subsequent actions
- We believe there is a range of strategies to deal with unintended injuries and actively support options which encourage the development of resilience.

What is 'high quality practical safety education?'

High quality practical safety education can be recognised because it has clear aims and objectives which:

- help children and young people develop risk competence appropriate for their age and developmental stage
- use active, interactive and experiential learning in a variety of challenging but controlled environments
- develop injury prevention knowledge, skills, perceptions and attitudes
- encourages and supports reflection on the attitudes
- is quality assured against evidence based standards
- encourages personal responsibility for keeping themselves (and others) safe
- is part of a wider strategy to prevent unintentional injury

What is an unintended injury?

Unintended injury is an injury which is unwanted and could have been avoided or minimised with appropriate preparation and planning. Children and young people cannot achieve the 5 outcomes described in Every Child Matters unless they are able to contribute to keeping themselves safe

How much of a problem is unintended injury?

Unintentional injuries are the leading threat to children and teenagers in the WHO European Region. Road traffic collisions, drowning, poisoning, fires and falls cause an annual 42 000 injury deaths in people aged under 20 years and 70 million hospital admissions and visits to emergency departments in the WHO European Region. Injuries are an important drain on the resources of not only health systems but also society at large, and can severely reduce families' income and quality of life in the long term. Globally, unintentional injuries kill 830 000 children every year.

Prevention of unintended injury through education

CSEC recognises the contribution that engineering and enforcement makes in reducing unintended injury, however CSEC will focus on reducing unintended injury through practical safety education. CSEC's scope is the reduction of unintended injury to children and young people ages 0 to 18 years. CSEC recognises that emotional, physical and mental development occurs throughout this age continuum, and the impact this has on the potential for children and young people to keep themselves and others safe. CSEC will develop and share its understanding of the influence that the cultural and social context may have on unintended injury profiles and the impact of unintended injury prevention activities designed to modify injury profiles.

CSEC will evolve as it is informed by its membership and operation, however it would be expected that its reduction strategy will include some of the following:

- Facilitation of a coalition of 'practical safety education' advisers, providers, commissioners and consumers who have appropriate authority and experience in reducing unintended injury
- Co-option and development of the necessary expert support to produce policy, strategy and tactics with which to sustain and increase opportunities for children and young people to participate in high quality practical safety education in the medium and longer term.

CSEC will audit, collate and categorise opportunities for children and young people to participate in practical injury prevention education and skill development.

The information gathered will be collated and made available through a public Coalition website. Members will be provided with more detailed information.

CSEC expects to find different levels of involvement in practical safety education for 0-18 year olds in England:

Primary providers:

Primary providers are those where the main purpose of the practical activity is safety education (for example LASER, Risk Watch, Heartstart, I.M.P.S, E.L.F.S., for 3 to 5 year olds and their parents, O.R.C.S. for 14 to 16 year olds Crucial Crews). The Coalition will support, sustain and expand primary providers by raising their profile with their Local Safeguarding Children Boards (LSCB), Local Authorities, Government Departments, Healthy Schools, Extended Schools, FE, Children's Centres and other agencies. The Coalition will assist providers to produce evidence of positive changes in appropriate injury prevention knowledge and skill outcomes. In addition the Coalition will foster and encourage increases in efficiency and effectiveness by recommending and implementing appropriate Quality Assurance (QA) practices, for activities (for example the LASER Accreditation Programme and the Quality Badging programme to support Learning Outside the Classroom (LOtC) and for practitioners (for example through the PSHE CPD programme). Where providers do not have access to a suitable QA programme the Coalition will develop, in partnership with the practitioners, a 'Code of Best Practice' and practicable Accreditation Programmes. The Coalition will ensure that commissioners, procurers and consumers are made aware of and encouraged to use accredited providers and in so doing ensure that scarce resources of finance and time are well used.

Secondary providers:

Secondary providers are those where the focus is on learning a specific skill where safety is important (e.g. sailing, rock climbing).

The Coalition will work with the relevant lead or licensing body to raise the profile and demonstrate opportunities to add value by explicitly embedding transferable practical safety education into planning and delivery.

It is likely that children and young people in UK will benefit from a significant increase in sport related promotion and opportunities during the build-up towards the 2012 Olympic Games. The Coalition will maximise this window of opportunity to catch the public mood by engaging with, for example, adventurous activity providers and sports clubs in order help them introduce sets of transferable and assessable practical safety skills alongside the regular health and safety tuition.

Tertiary providers:

Where the opportunities for exercising practical safety education are underexploited or unrecognised the Coalition will work with providers to help them recognise and incorporate opportunities for children and young people to develop risk competence.

For example, many private organisations host children's activities such as 'Holiday Village Clubs'.

The Coalition would seek to work with these providers to assist and encourage them to include practical safety education skills. E.g. recognising Carbon Monoxide poisoning symptoms, fire alarm/evacuation plans, and emergency call procedures sessions in club activities. This area will represent vital new capacity and may provide access to sponsorship revenue. It is also possible that parents become engaged during these informal sessions and this may lead to 'good safety practice' being embedded as a family norm.

Through the work of all providers children and young people may benefit further if parental anxiety is reduced and trust in their children's skills is increased.

An audit will help to identify where there are regional differences in provision and capacity and the Coalition will highlight this to Local Authorities. In all its work to develop prevention through education, CSEC will identify the contribution practical safety education makes towards satisfying aspects of PSA13 and will assist local champions in their efforts to gain financial support and inclusion in Local Strategic Partnerships (LSP), Local Area Agreements (LAA) and local Public Sector Agreements (IPSA).

The Coalition will assist current providers to increase their capacity by finding ways to use their current set-ups outside their 'normal working day'.

In regions or districts with no provision or a lack of experience in providing 'practical safety education' the Coalition will assist Local Authorities to establish provision through the use of Coalition set-up toolkits and shadowing programmes.

The Coalition will work with LAs, LSCBs, PCTs, Play England, Sport England and non-traditional providers to establish provision of practical safety education through, play schemes, adventurous activity clubs, sports clubs, uniformed youth organisations and other children and youth groups and in due course develop a holistic and whole community mix of private and publicly sponsored interventions.

Wherever practicable the Coalition will adopt a proactive approach to working with stakeholders and it will be committed to work with and listen to children and young peoples' Advisor Groups.

A positive message

CSEC believes that children and young people are important partners in helping to reduce unintended injuries to themselves and others. To this end CSEC will endorse interventions, which

1. Develop risk competence, appropriate to the age and stage of the children and young people with whom they are working
 2. Help children and young people to develop the resilience to put what they have learned into action, in unfamiliar situations
 3. Adopt the 10 principles for effective safety education (RoSPA/PSHE Association DCSF):
 - Encourage the adoption of, or reinforce, a whole school approach, within the wider community
 - Use active approaches to teaching and learning (including interactive and experiential learning)
 - Involve young people in real decisions to help them stay safe
 - Assess children and young people's learning needs
 - Teach safety as part of a comprehensive health curriculum
 - Use realistic and relevant settings and resources
 - Work in partnership
 - Address known risk and protective factors
 - Address psychosocial aspects of safety e.g. confidence, resilience, self esteem, self efficacy
 - Adopt positive approaches which model and reward safe behaviour, within a safe, supportive environment
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