

Broad Lane, Sheffield, S3 7HQ
Telephone: +44(0)114 289 2000
Facsimile: +44(0)114 289 2500



**Risk Education Provision: A survey of schools in
England, Scotland and Wales.**

Report Number

HSL/2005/24

Project Leader: **Dr Andrew Weyman**
Author(s): **Dr Peter Shearn & Dr Andrew Weyman**
Science Group: **Human Factors Group**

PRIVACY MARKING:

Available to the Public

HSL report approval:	Mike Gray
Date of issue:	September 2004
Job number:	JS 2003299
Registry file:	EP RE/220/2003
Electronic filename:	J:\PAS\Reports-1\Report survey of schools Safety Education.doc

ACKNOWLEDGEMENTS

The authors would like to acknowledge the assistance provided by participating Local Education Authorities and the contribution of school staff.

CONTENTS

1	Introduction.....	1
1.1	Aim.....	1
2	Method.....	2
2.1	Questionnaire Development.....	2
2.2	Administration of the Questionnaire & Data Gathering.....	2
2.3	The Sample.....	3
3	Analysis of Results.....	6
3.1	Knowledge of requirement To Teach Pupils about how to assess and control risks.....	6
3.2	Teacher’s Sources of teaching Guidance.....	7
3.3	The Support Needs of Teaching Staff.....	16
3.4	The Relevance of Risk Education.....	18
3.5	Teacher’s Understanding and Communication of Risk Concepts.....	19
3.6	Barriers to Risk Education.....	22
3.7	Evidence of a Whole School Approach to Health & Safety Policy Formation.....	23
4	Main Findings.....	26
4.1	Recommendations.....	27
5	Appendices.....	29
5.1	Appendix 1 – Survey Tool.....	29
5.2	Appendix 2 – Letter to LEAs.....	36
6	References.....	38

EXECUTIVE SUMMARY

AIM

To gather baseline data on the extent of risk education in schools to provide:

- information to inform future HSE initiatives on the delivery of risk education in schools.
- a point of comparison against which the impact of HSE risk education initiatives can be compared.

Main Findings

A primary objective of the survey was to provide reliable measures that could be used to benchmark current levels of awareness of risk education requirements, and the extent and nature of risk education provision. These broad ambitions have been met through a survey of schools.

Given the high demands upon teaching staff the survey instrument was designed to be brief. Broader and more detailed insights can be gained from a related report that provides detailed analysis of transcript evidence from interviews with teaching staff (see Shearn 2003). A number of references to the findings from this supplementary report have been made in the foregoing discussion. From a methodological perspective, the survey tool has provided a desirable element of triangulation, by broadly confirming the findings on a larger sample.

However, in relation to certain matters, when comparing the insights gained from the qualitative interview data with the quantitative survey data, it is apparent that a number of anomalies and qualifications to findings are present. This, however, evidences the benefits of a combined methods approach.

- Insights from both the qualitative and quantitative data indicate that most teaching staff are aware of the requirement to teach pupils about how to assess and control risks. However, evidence from the interviews suggests that, despite widespread awareness and knowledge of these broad requirements, for the most part, teaching staff were not able to demonstrate any specific insight into the requirements, or any clear strategy for fulfilling the requirement to impart an understanding of risk concepts.
- The survey findings indicate that the majority of teachers are confident that they understand and are able to communicate risk concepts. These findings should be treated with a degree of caution in view of the fact that insights gained following the analysis of interview data indicate that for the most part teaching staff appear to base their delivery of risk education on their intuitive understanding of risk control, rather than any formal understanding of risk concepts. Similarly, for many a notable degree of confusion surrounds the nebulous concept of 'risk'.
- Insights gained from the analysis of interview data suggest that teacher's levels of awareness and knowledge of school health and safety policies are low. This contrasts with the survey findings wherein only 9% of respondents indicated that they did not know about the nature of school health and safety policy development. This would seem to suggest that general awareness is high, but detailed insight into the process remains limited.

- There appears to be a degree of disparity between the anecdotal evidence from the interview data and the survey findings regarding PSE teaching staff and their interest in additional professional support. At the secondary level, PSE teachers had the highest level of survey responses, indicating they would be least receptive to additional professional support for teaching risk education. Interview responses, however, suggest that PSE teaching staff actively seek information and support when planning to teach about health and safety risks.
- Survey findings indicate that most teaching staff feel that the school has an important role in equipping pupils with skills for managing their health, safety and well-being.
- Nine out of 10 (87%) respondents indicated that they are aware of National Curriculum requirements/guidance for teaching pupils about health and safety risks (although, see comments above).
- Nine out of 10 (90%) of respondents recognised the ‘significant’ role that schools can play in equipping you people with risk management skills.
- Almost two thirds (60%) of respondents indicated that they were aware of risk education teaching resources.
- Approximately half (48%) of those surveyed reported that they have used risk education teaching resources (e.g. published schemes of work, teaching guides and videos).
- Almost three quarters (71%) of the sample felt that they would benefit to a ‘moderate’, ‘significant’ or ‘greater’ degree from a greater steer on how to address the teaching of health and safety issues.
- The most frequently cited preferred source (unprompted) to seek advice on risk teaching information or guidance was the LEA 61% (n=193).
- For teaching staff who were aware of the requirement to teach pupils about how to assess and control health and safety risks (n=273), the five most frequently cited sources of this information / guidance were:
 - Curriculum Guidance (from ACCAC, L&TS or QCA), 30%;
 - Advice from Colleagues (e.g. Head of Department), 15%;
 - The LEA, 14%.
 - Initial Teacher Training, 10%;
 - INSET (Teacher Training), 5.4%.
- Of the subset of secondary education level teaching staff that have used risk education teaching resources (n=55), it is apparent that levels usage are more common amongst PSE (92%), Art (80%), D&T (84%) and Science (78%) subject teachers, when compared with IT (63%) and PE (56%) subject teachers.

Recommendations

- Given that this survey has identified a good level of teacher support for school based risk education initiatives, as well as high levels of teaching staff preference for a greater steer on how to address the teaching of health and safety risk issues, there is a need to develop risk education support materials and to seek effective ways of increasing the level of integrating risk education into the school curriculum.
- Survey results indicate that risk education initiatives would achieve greater levels of impact if directed through LEAs, or when directly provided by LEAs.
- Findings indicate that ‘whole school approaches’ to school health and safety policy development are in their early stages, with relatively few teachers identifying the inclusion of pupils or parents in the process. Given the potential benefits of adopting whole school approaches to risk education and policy development, future initiatives should aim to adopt related approaches.
- There is a need for further insights into the nature of teacher’s approaches to risk education. Arguably, amongst the best ways of gathering related data would be through a series of classroom observations. This information should be used to inform future guidance on how to approach the teaching of risk concepts.
- Subsequent surveys of risk education provision should be planned (e.g. for the year 2006) with a view to measuring the nature and extent of in the views of teaching staff. So far as is possible, this evaluation should be based on a repeated measures approach, involving the same schools.

1 INTRODUCTION

In March 1999 the Deputy Prime Minister launched the *Revitalising Health and Safety* initiative (DETR 2000) designed to inject new impetus into the health and safety risk management agenda. The initiative identified a range of priority areas to be addressed by the Health and Safety Executive (HSE) over the following ten years. Action point 33 of this strategy document identified scope for improvements in the coverage of risk concepts through school education in England, Scotland and Wales.

In response to this initiative, and other related Government programmes that have links with improving standards in education and occupational health and safety, the HSE has actively engaged with education providers and strategists with the aim of supporting and enhancing classroom education in risk concepts. The overarching aim of the HSC/E's risk education strategy is to help young people to develop life skills in risk assessment and management in order to reduce the incidence of ill health and involvement in accidents.

The requirements for benchmarking current level of provision of risk education in schools in England Scotland and Wales were twofold:

- To provide an initial insight into the extent and nature of risk education,
- To provide baseline data to act as a comparator against which to assess change over time.

This report contains findings of the benchmarking exercise informed by qualitative findings from related case study work on this topic (Shearn 2003).

1.1 AIM

To gather baseline data on the extent of risk education in schools to provide:

- Information to inform future HSE initiatives on the delivery of risk education in schools.
- A point of comparison against which the impact of HSE risk education initiatives can be compared.

OBJECTIVES

- Assess levels of awareness amongst teaching staff in schools regarding the requirement to teach risk concepts;
- Assess the nature and extent of risk education at a range of key stages;
- Assess teaching staff understandings of risk concepts;
- Assess the needs of teaching staff regarding guidance on delivery of risk concepts;
- Provide recommendations for future HSE initiatives and intervention strategies for supporting and enhancing the provision of risk education in schools.

2 METHOD

2.1 QUESTIONNAIRE DEVELOPMENT

The survey instrument was designed based upon insights from earlier qualitative case study work, involving in-depth interviews with teaching staff (Shearn 2003). It sought to capture the views of a balanced sample of front line teaching staff in for England, Scotland and Wales (N = 315).

Obligations to address risk issues are outlined within each National Curriculum. The English National Curriculum, unlike the curricula for Scotland and Wales, includes a 'general teaching requirement' for health, safety and risk education. It may be argued that the Scottish and Welsh curricula do provide similar risk education requirements, but that the requirement is not *formally stated* as a specific cross curriculum requirement¹.

The survey instrument was designed to produce reliable measures, which could be used to benchmark current levels of classroom teacher knowledge and opinion on a range of issues relevant to risk education provision. The question set was pilot tested with a sample classroom teachers (N =5).

The research design was overseen by an HSE Project Board – consisting of government and academic advisors (IGS Project Board), which contributed on the design of the questionnaire, the sample frame and the scope of this study.

The questionnaire was designed to be suitable for gathering information via a telephone survey. The task of data gathering was delegated to a commercial market research company, the data being returned to HSL for analysis.

2.2 ADMINISTRATION OF THE QUESTIONNAIRE & DATA GATHERING

HSL made the initial contact with a randomly selected sample of Local Education Authorities (N = 11: England n=6; Scotland n=2; Wales n=3) with a view to eliciting agreement to participate in the study. The market research company was then instructed to make contact with individual schools and elicit responses from classroom teachers. All except one of the LEAs contacted were supportive of the aims of the study, and agreed to participate.

At each school, the market research company made an initial telephone contact with the Head Teacher, and permission was sought to gain access to interview three members of their teaching staff who were willing to participate in the survey.

Refusal to participate by Head Teacher.	45% (N = 225)
Refusal to participate – amongst teaching staff	17% (N = 315)

¹ The National Curricula for England, Scotland and Wales are organised and developed by separate curriculum authorities: in England, the *Qualifications and Curriculum Authority* (QCA); in Scotland, the *Scottish Qualifications Authority* (SQA); and in Wales the *Qualifications Curriculum and Assessment Authority for Wales* (ACCAC). On the whole, the structure and the content of the curricula are similar. The main point of difference, the Scottish curriculum is based on a series of guidance materials, rather than a prescriptive National Curriculum.

Note: Gaining agreement to participate from schools head teachers constitutes the most significant barrier to gathering information from classroom teaching staff. Any subsequent studies should be very conscious of the high demands upon teaching staff, and the difficulties that this might present when gathering survey information.

2.3 THE SAMPLE

The target population for the survey of teaching staff divided into those with responsibility for teaching primary (5-11 yrs), middle (8-12 yrs)² and secondary (11-16+ yrs) in England, Scotland and Wales. Following discussions with the Project Board, a projected sample of 300 teachers was identified as sufficient size to satisfy necessary sample power requirements, while at the same time maintaining the costs of the survey within reasonable bounds.

- A total of 315 teaching staff participated in the survey

To achieve a desirable degree of spread the sample was stratified in terms of:

- respondent age;
- time since obtaining teaching qualification;
- region;
- and gender.

Primary sampling criteria:

Region	England	N=3	
	Scotland	N=1	
	Wales	N=1	
Education level	Primary (5–11yrs)	N=150	
	Secondary (11–16yrs)	Art & Design	N = 25
		Design & Technology	N = 25
		Information Technology	N = 25
		Physical Education	N = 25
		PSE	N = 25
		Science	N = 25

Specifications for the survey required that stratification with regard to age, gender and region was implemented to avoid overrepresentation of particular (sub)groups. A demographic breakdown of the sample is provided in Table 2.1.

² Given that only 6% of the sample were middle schools (8-12 yrs) and that there is an overlap between middle and secondary level teaching objectives, throughout the analysis of the survey data we have combined middle schools and secondary schools (11-16+ yrs) under one category, namely ‘secondary schools’.

Table 2.3 Demographic Breakdown of Sample (N = 315)		
Respondent Age	Under 25 yrs	n=8
	25 - 40 yrs	n=77
	40 yrs and over	n=228
	NS*	n=2
	<i>Total</i>	n=315
Teaching qualification obtained (i.e. PGCE, BA, QTS)	Less than 5 years ago	n=23
	5 to 10 years ago	n=40
	10+ years ago	n=251
	NS*	n=1
	<i>Total</i>	n=315
Gender	Male	n=138
	Female	n=176
	NS*	n=1
	<i>Total</i>	n=315

*NS=Not specified

The demographic breakdown of the sample (see Table 2.3) identifies a bias toward experienced and older teaching staff. Although introducing a degree of imbalance within the sample, this outcome relates to the criteria through which Head Teachers selected the teaching staff: this is largely a product of the sample being selected on a voluntary basis. Furthermore, the difficulties that were experienced when attempting to access teaching staff meant that satisfaction of experience criteria was considered to be secondary to the primary objective of gathering data in a timely and cost conscious manner.

Following discussions with the Project Board, a randomly selected³ sample of five LEAs was selected. A split of three English, one Scottish and one Welsh Education Authority was considered to be proportionately representative. From the outset it was proposed that no more than three teachers per school would be interviewed, necessitating that an ‘opportunity sample’ of 20 schools (i.e. 10 primary and 10 secondary) within each LEA would be sought, i.e.:

$$(5 \text{ LEAs} \times 20 \text{ schools}) \times 3 \text{ classroom teacher (in each)} = 300 \text{ teaching staff}$$

However, in a higher than anticipated proportion of cases (45%) Head Teachers did not allow the market research company to interview their teaching staff. For that reason, in the case of a number of LEAs it was not possible to obtain a sample of 10 secondary schools. Consequently, it was necessary to engage a total of 8 LEAs, in order that the principle sampling specifications (at each education level) could be met.

A breakdown of the LEA sample is provided in Table 2.4

³ LEA's were selected at random until eight agreed to participate in the study. A total of 11 LEA's were approached

Table 2.4				
Sample Breakdown by LEA / Education Level				
		<i>Primary</i>	<i>Secondary</i>	Total
England	Devon	29	22	51
	Hampshire	12	23	35
	Newcastle	32	7	39
	Northumberland	31	37	68
	Salford	4	6	10
Scotland	Fife	21	27	48
Wales	Swansea	36	16	52
	Wrexham	0	12	12
<i>Total</i>		165	150	315

Figure 2.1 illustrates the frequency distribution for the sample of subject specialists from secondary schools.

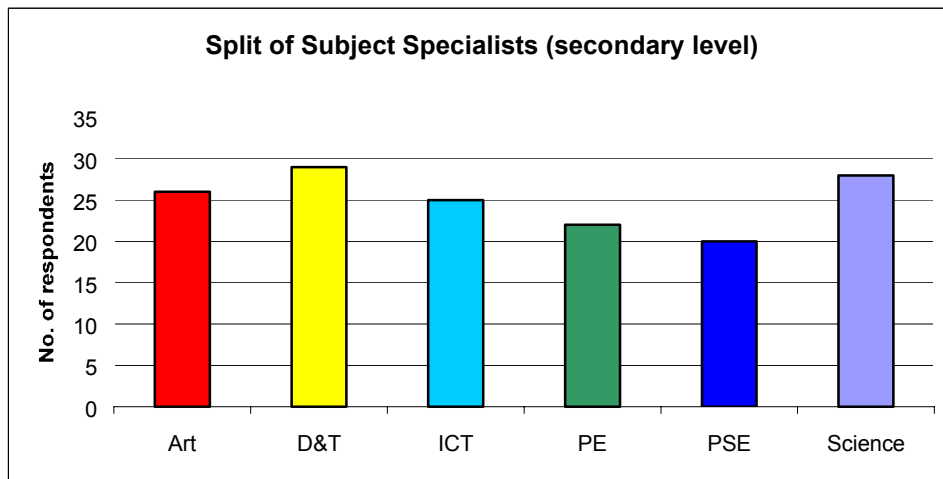


Figure 2.1 Distribution of subject specialists

3 ANALYSIS OF RESULTS

3.1 KNOWLEDGE OF REQUIREMENT TO TEACH PUPILS ABOUT HOW TO ASSESS AND CONTROL RISKS

*Q1 - Are you aware that under the National Curriculum (or Scottish Curriculum Guidance – Scotland), teachers in your subject area are required to teach pupils about how to assess and control **health and safety risks** to themselves and others?*

The National Curricula for England, Scotland and Wales were established by the Education Reform Act, 1988. The Act required all State schools to provide pupils with a broad and balanced curriculum. The National Curricula and guidance handbooks provide a general statement of learning standards and entitlement. The curricula aim to ‘provide a coherent and continuous system of education for schools’. Although detail differences are present, the three National Curricula outline a common set of requirements, related programmes of study and attainment targets.

Each set of National Curricula guidelines contains reference to the requirement for teaching staff to address issues of risk, health and safety, relevant to their subject area. In view of the significant number of references to the need to address risk education issues throughout the National Curricula documents and associated guidance (see Shearn & Weyman 2003), combined with references in other key sources, respondents were asked whether they were aware of the requirement to teach these topics. Overall, levels of awareness were high were found to be high.

- 87% (N = 315) of respondents indicated that they are aware of National Curriculum requirements/guidance for teaching pupils about health and safety risks.

This finding would appear to reinforce qualitative insights from the analysis of interview data (Shearn 2003), that most teaching staff are aware of the requirement to teach pupils about how to assess and control risks. However, evidence from the interviews also suggested that, despite the teacher’s apparent awareness and knowledge of these broad requirements, for the most part, teaching staff were able to demonstrate little in the way of detailed insight into the requirements, or with regard to strategies for fulfilling risk education requirements. On the basis of the available evidence, it would seem reasonable to conclude that while level of stated awareness of National Curricula requirements on risk education are high, this remains tenuous and impressionistic for most classroom teachers, there being little evidence that these individuals have been transformed into strategic risk educators (see also section 3.5).

	Primary (N=165)	Secondary (N = 150)
Aware	90%	83%
Unaware	10%	16%
NS		0.67%

Table 3.1 shows the numbers of respondents from each education level who indicated that they were aware / unaware of the National Curricula teaching requirements for risk education.

Tests of association, using Chi-square statistic, revealed that no association between teaching staff and awareness of curriculum requirements at education level (i.e. primary versus secondary) (see Table 3.2).

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.426 ^a	2	0.180
Likelihood Ratio	3.812	2	0.149
N of Valid Cases	315		

^a 2 cells (33.3%) have expected count less than 5. The minimum expected count is .48.

Table 3.3 shows the reported frequencies of awareness amongst specialist subject teachers at the secondary level. Insights from interview data suggested that awareness was variable between teaching staff in different subject areas, and indicated that there were notably lower levels of awareness amongst IT teachers, compared with other disciplines.

In order to formally test this hypothesis, a Chi-square test of association was performed on the survey data. The result did not reach significance at the 0.05 confidence limit.

		Subject specialism						Total
		Art	D&T	IT	PE	PSE	Science	
	Aware	89.3%	80%	65%	86%	85%	86%	83%
	Unaware	10.7%	20%	30%	14%	5%	14%	16.3%
	NS			4%				0.7%
Total		N = 28	N = 30	N = 23	N = 22	N = 19	N = 28	N = 150

3.2 TEACHER'S SOURCES OF TEACHING GUIDANCE

3.2.1 Sources that highlighted Risk Education Requirement

Q2 - How did you become aware of this requirement?

Of those teaching staff that were aware of the requirement to teach pupils about how to assess and control health and safety risks (N=273), the five most frequently cited (unprompted) sources of information or guidance cited were (see also Figure 3.1):

Curriculum Guidance (from ACCAC, L&TS or QCA)	35%
Advice from Colleagues (e.g. Head of Department)	17%
The LEA	16%
Initial Teacher Training	12%
INSET (Teacher Training)	6%
Other	14%

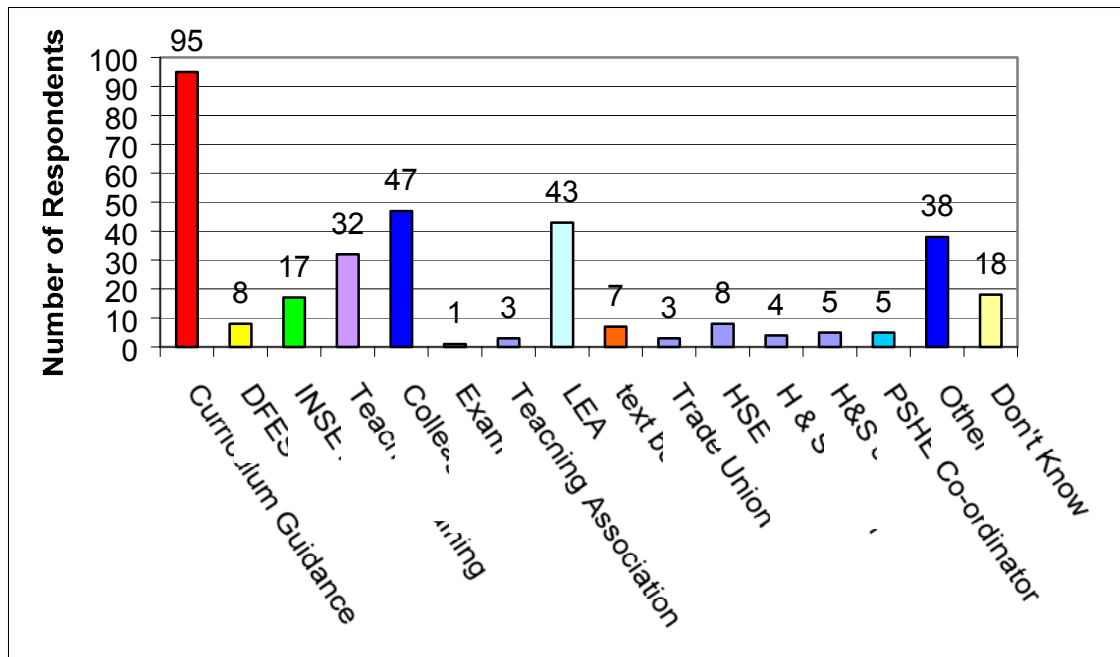


Figure 3.1 Sources that highlighted Risk Education Guidance

It should be noted that responses that relate to Curriculum Guidance (30%, N = 273), although expected to be high, may have been influenced by the opening question (Q1), wherein evidence of the linkage between the National Curriculum Guidance and requirements for risk education teaching objectives is provided.

The responses from primary and secondary level teaching staff have similar patterns of distribution (see Figure 3.2). The only notable exception being that secondary level teacher’s awareness is seemingly more likely to be influenced by ‘other’ (unspecified) sources.

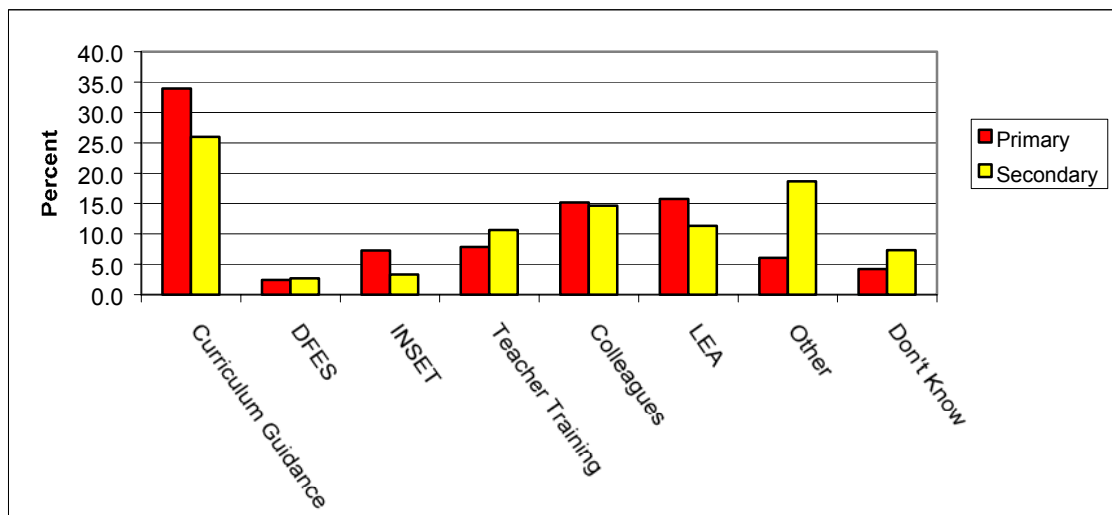


Figure 3.2 Sources that highlighted Risk Education Guidance / Education level

3.2.2 General Teaching Guidance

Q3 - When planning lessons in your subject area, to what extent do you refer to the following resources?

Qualitative interview findings highlighted the potential salience of a range of teaching guidance resources that teaching staff might refer to when planning lessons. Drawing on this insight, survey respondents were asked to rate the extent to which they would refer to a set of seven alternative resources. Each resource option was rated with reference to a five point, Likert type, scale. Scale anchors ranged from 1 ‘almost never’ to 5 ‘very often’). The results are shown in Figure 3.3.

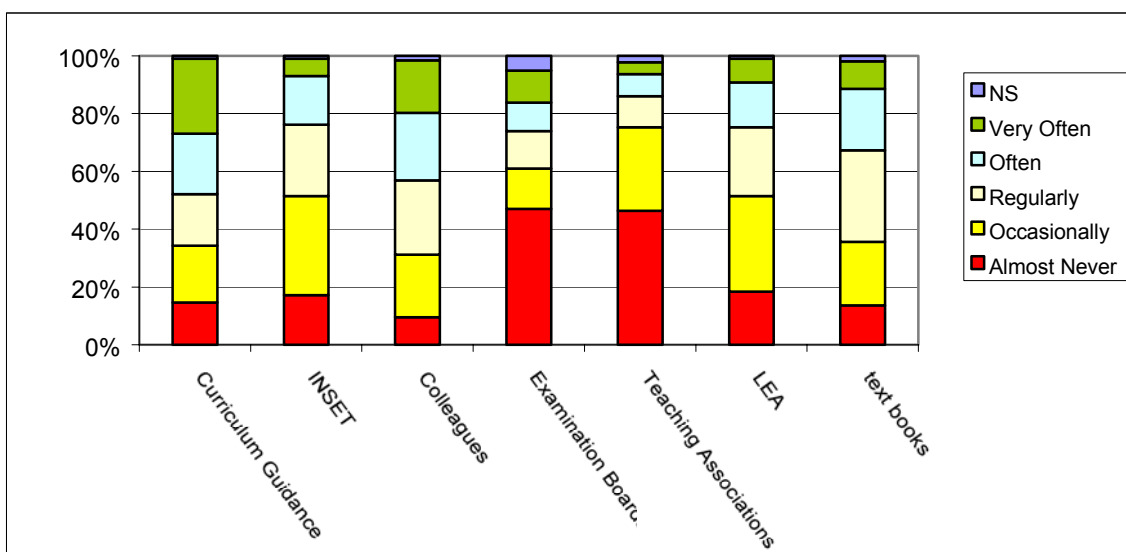


Figure 3.3 Sources of General Education Information

Reference to the mean values provides an indication of the extent to which resources are referred to, in descending order:

- Curriculum Guidance (3.24),
- Colleagues (3.19),
- Text books (2.91),
- LEA guidance (2.62),
- INSET guidance (2.60),
- Examination Board guidance (2.20),
- Teaching Association guidance (1.92).

In order to derive further insight, tests of differences were performed to establish the extent to which reference to the National Curriculum/Guidance resources (e.g. from QCA, L&TS and ACCAC) were variable between the national groupings of teachers i.e. to ascertain whether scores for the ‘Curriculum Guidance’ resource differed in terms of the three National groupings (England, Scotland and Wales). Reference to the mean from each values revealed that reference to ‘Curriculum Guidance’ resources was highest amongst English respondents, followed by Welsh and Scottish respondents, respectively (see Table 3.4). Tests of differences were performed using the ANOVA statistic. Tests of differences revealed the presence of statistically significant differences between each National group with regard to ‘Curriculum Guidance’ ratings ($p < 0.05$).

	Mean		Significance
England (n=203)	3.53	Scotland	0.000
		Wales	0.043
Scotland (n=48)	2.29	England	0.000
		Wales	0.008
Wales (n=64)	3.06	England	0.043
		Scotland	0.008

In the case of Scotland, this finding may relate to the absence of a National Curriculum for Scottish schools. That is, the situation is slightly different in that they are provided with *guidance materials* and there is reportedly a greater level of flexibility in the curriculum or guidance framework. It is likely that Scottish teachers are, therefore, less inclined to reference the content of curriculum/guidance materials. The National Curricula for England and Wales have traditionally been more prescriptive, with teachers given greater levels of steer.

Further tests of differences were performed by subject area, again using the ANOVA statistic. These revealed the presence of significant differences between the groups, i.e. these tests were performed to ascertain whether scores on the resource reference scale varied by subject area.

Post-analysis testing, using the Tukey test, revealed that:

- Science teachers expressed significantly higher overall levels of preference for ‘text books’ than Art and PE teachers.
- PSE teachers expressed significantly higher overall levels of preference for ‘INSET training materials’ than Art teachers.

Additional support for these findings is provided by analysis of interview data. Here, findings indicated that Science teachers had a greater propensity to draw upon guidance within subject related text books. Similarly, PSE teachers appeared to be more disposed to seek advice and guidance from outside sources. Given the increasing emphasis placed upon PSE related subjects in recent times, combined with the relative growth in weekly PSE curriculum time allocation, it follows that PSE specialists are increasingly called upon to develop their schemes of work, often into topic areas where they previously have had little or no training.

3.2.3 Teacher's Preferred Risk Education Information Sources

Q4 - If you needed information on how to teach pupils about recognising and controlling health and safety risks, to what extent would you refer to the following information sources?

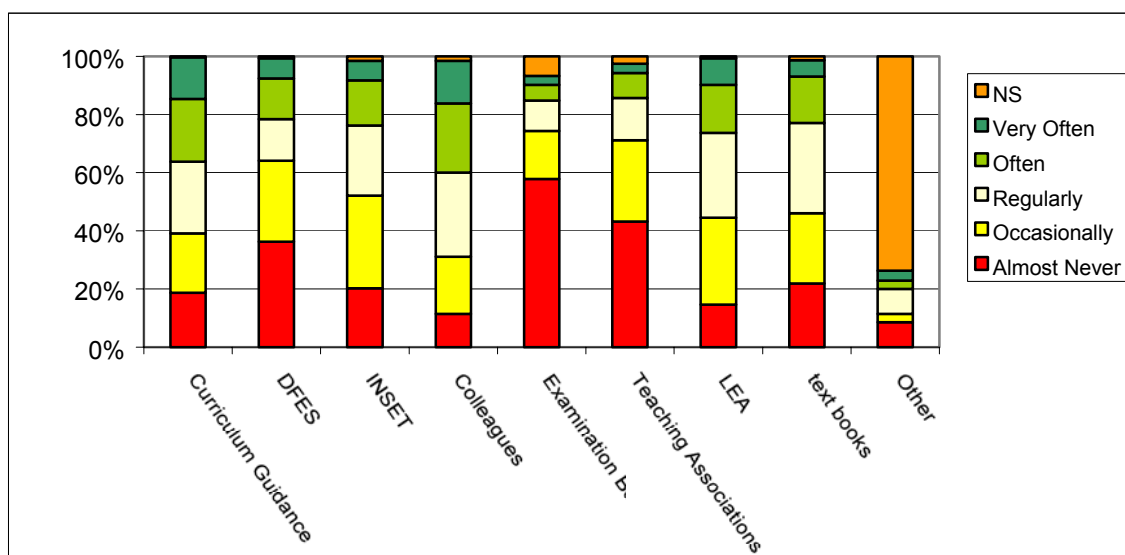


Figure 3.4 Sources of Risk Education Information

An overview of the distribution of responses for this question, is provided in Figure 3.4. Each resource was rated with reference to a five point, Likert type, scale. Scale anchors ranged from 1 ‘almost never’ to 5 ‘very often’.

Reference to the mean values provides a measure of the preference for individual risk education information sources, in descending order:

- Colleagues (3.11),
- Curriculum Guidance (2.92),
- LEA guidance (2.76),
- Text books (2.59),
- INSET guidance (2.56),
- Teaching Association guidance (1.98),
- Examination Boards guidance (1.71).

These findings provide an indication of the relative merits of a range of dissemination routes for risk education materials.

3.2.4 Awareness of Risk Education Teaching Resources

*Q5 - Are you aware of any teaching resources (e.g. published schemes of work, teaching guides, videos) which are available to help you teach pupils about **health and safety risk issues** in your subject area?*

Insights gained from qualitative interviews with teaching staff indicated that teachers refer to ‘risk education resources’ and ‘risk management resources’ (e.g. regulatory guidance) interchangeably. During the design of the survey efforts were made to avoid related ambiguities, and clear instructions were provided along with details outlining the objectives of the study.

However, when considering responses to question Q5 it should be borne in mind that the subtleties of the distinction between risk education and risk management may have been less than apparent for some respondents.

Respondents were asked whether they are aware of any teaching resources which are available to help teaching pupils about health and safety risk issues (see Fig. 3.5).

- 60% (n=188) of respondents indicated that they were aware of risk education teaching resources.
- 40% (n=127) of respondents indicated that they were not aware of risk education teaching resources.

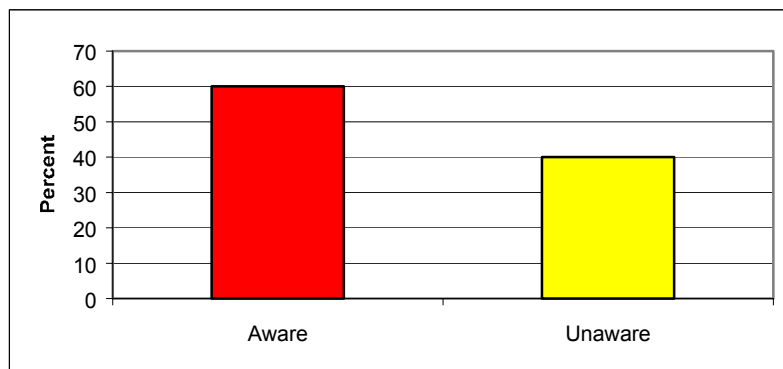


Figure 3.5 Awareness of risk education teaching resources

The proportion of respondents that were ‘aware’ of risk education teaching resources was also been compared with the proportion of those reportedly ‘unaware’ (see Figure 3.6). A Chi-square test of association carried out on the reported frequencies of awareness revealed significant association between teaching level (primary versus secondary) and awareness, (significant at > 0.05 confidence limit).

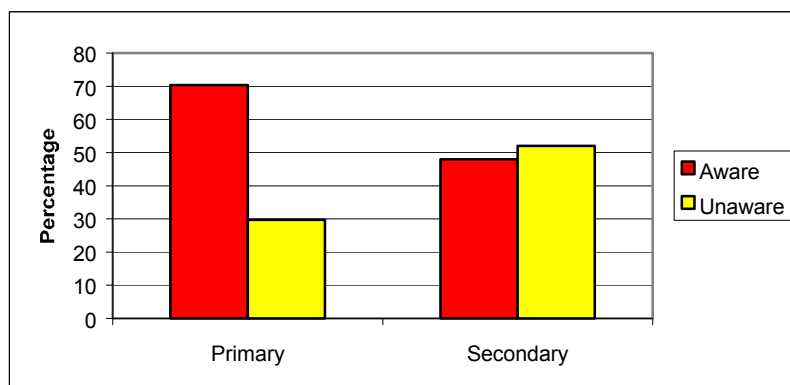


Figure 3.6 Awareness of risk education teaching resources / Education level

The thematic analysis of transcript data, arising from interviews, indicated higher levels of awareness of risk education teaching resources amongst PSE and Science teaching staff. During the interviews science teachers were, for example, able to provide more details of risk education resources that they had used than other subject teachers.

To test this hypothesis, the proportion of respondents that were ‘aware’ of risk education teaching resources was compared with the proportion of those reportedly ‘unaware’, for each of the six subject areas (see Figure 3.7). A Chi-square test of association was carried out on the

reported frequencies of awareness. The results revealed a statistically significant association between subject areas and level of awareness, at the 0.05 confidence limit.

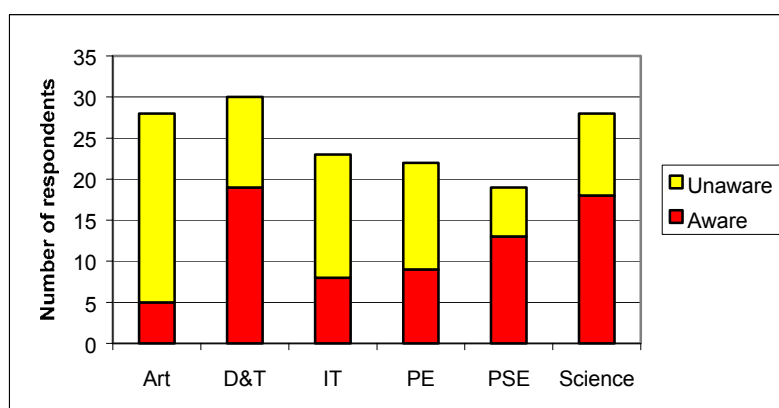


Figure 3.7 Awareness of risk education teaching resources / Subject

Notably higher levels of awareness were apparent amongst PSE (aware 68%), Science (aware 64%) and D&T (aware 63%) secondary school respondents, when compared with PE (41% aware), IT (35% aware) and Art (18% aware) subject teachers. The survey provides some measure of validation for findings from the qualitative interviews performed, i.e. that PSE and Science teaching staff have higher levels of awareness of risk education teaching resource than respondents from other disciplines. It should be noted, however, that it is conceivable that this finding may reflect differences in the availability of resources between subject areas. Given the intuitive safety criticality of PE subject topics, the levels of awareness amongst PE teaching staff are perhaps surprisingly low.

3.2.5 Levels of Usage of Risk Education Resources

*Q6 - Have you used any of these types of resource in teaching pupils about **health and safety risks**?*

Findings from interview data revealed that teaching staff use risk education resources infrequently when teaching pupils about recognising and controlling health and safety risks. For the most part teachers indicated that they would derive relevant risk education teaching materials from personal experience and ‘common sense’. In a number of cases teachers identified resources that they would use (e.g. videos, fact sheets, spot-the-hazard sheets and haz-cards), but for the most part, it seems, risk education involves providing clearly defined ‘dos’ and ‘don’ts’ that are derived from a teacher’s own insights. Furthermore, the risk education content of a typical lesson tends to amount to being part of an informal approach to lesson planning, often generated, seemingly on an ad-hoc basis, as an outcome of classroom contingencies (e.g. a near miss, or the introduction of new apparatus). Perhaps the most notable exception to this finding, relates to the reportedly propensity amongst PSE teaching staff to actively seek information and support when planning to teach about health and safety risks (although see section 3.3.1 below).

The subset of teaching staff that were aware of risk education teaching resources (n=188) were questioned whether they had used any of these types of resource in teaching pupils about health and safety risks.

- 152 respondents (81% of the subset, i.e. 48% of the sample) reported that they have used risk education teaching resources.

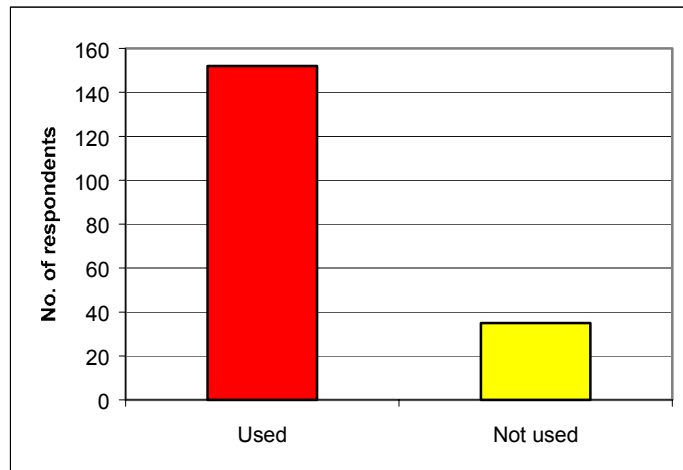


Figure 3.8 Respondent's risk education resources

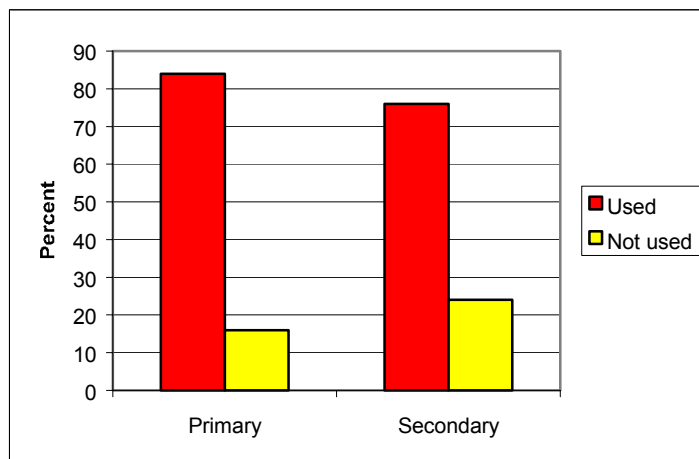


Figure 3.9 Levels of usage of risk education / Education level

The proportion of respondents that have 'used' risk education teaching resources was compared with the proportion of those that have 'not used', for the six subject areas (see Figure 3.10). A Chi-square test of association was carried out on the reported frequencies of usage. The results revealed a significant association between subject teaching staff and level of usage, at the 0.05 confidence limit.

It was apparent that greater levels of usage were present amongst secondary education level PSE (92% used), Art (80% used), D&T (84% used) and Science (78% used) subject teachers, when compared with IT (63% used) and PE (56% used) subject teachers. It is noteworthy that the scores for PE are relatively low. It is considered that this outcome may relate to intrinsic differences in the approach to teaching across the disciplines. PE teaching staff, for example, may be less reliant upon teaching resources and prefer practical demonstrations.

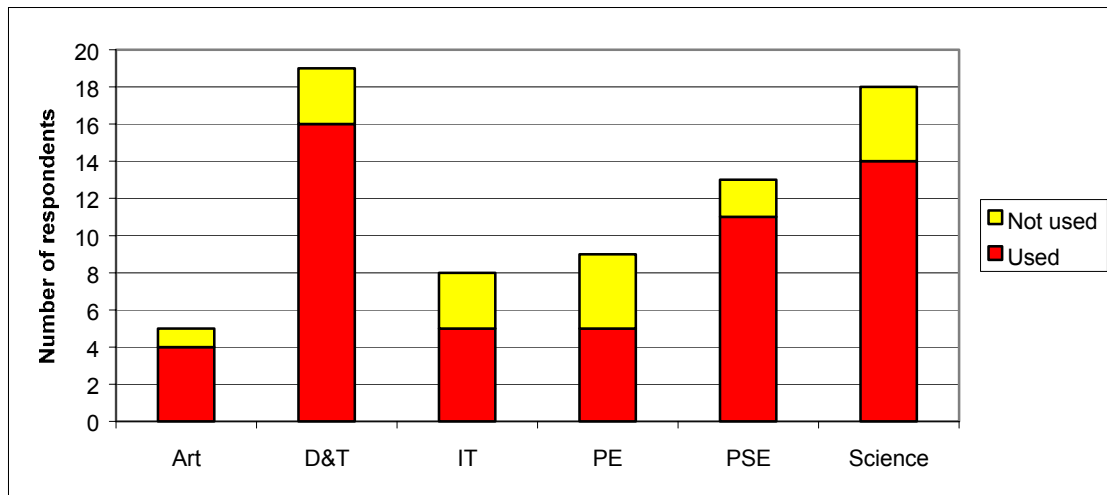


Figure 3.10 Levels of usage of risk education / Subject

3.2.6 Perceived Quality of Risk Education Resources

Q7 - In general, how would you rate their quality?

The subset of teaching staff that have used risk education teaching resources (n=152) were asked to rate the quality of these resources. A picture of the distribution of responses for question Q7 has been aggregated and expressed as percentage of the total sample (see Figure 3.11). Responses were referenced to a five point, Likert type, scale. Scale anchors ranged from 1 'very poor' to 5 'very good').

- 74 respondents (49% of the subset) reported that the quality of risk education teaching resources is 'good' or 'very good'.
- 67 respondents (44% of the subset) reported that the quality of risk education teaching resources is 'variable'.

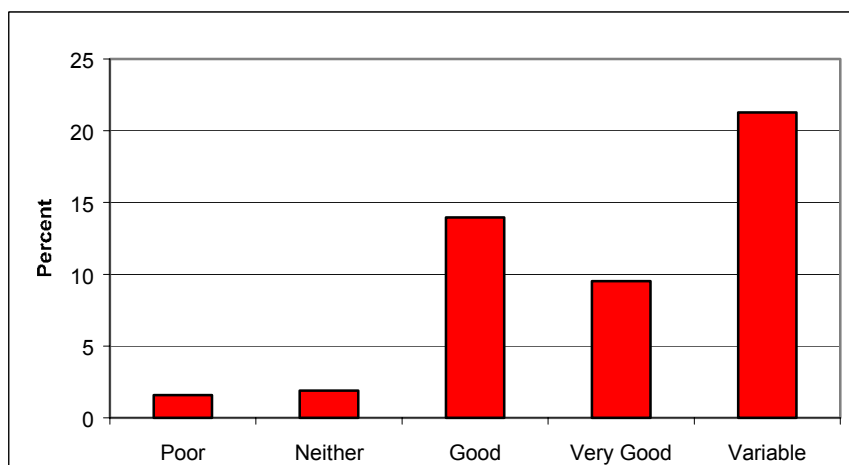


Figure 3.11 Perceived quality of risk education resources

Figure 3.12 provides the distribution of responses by education level.

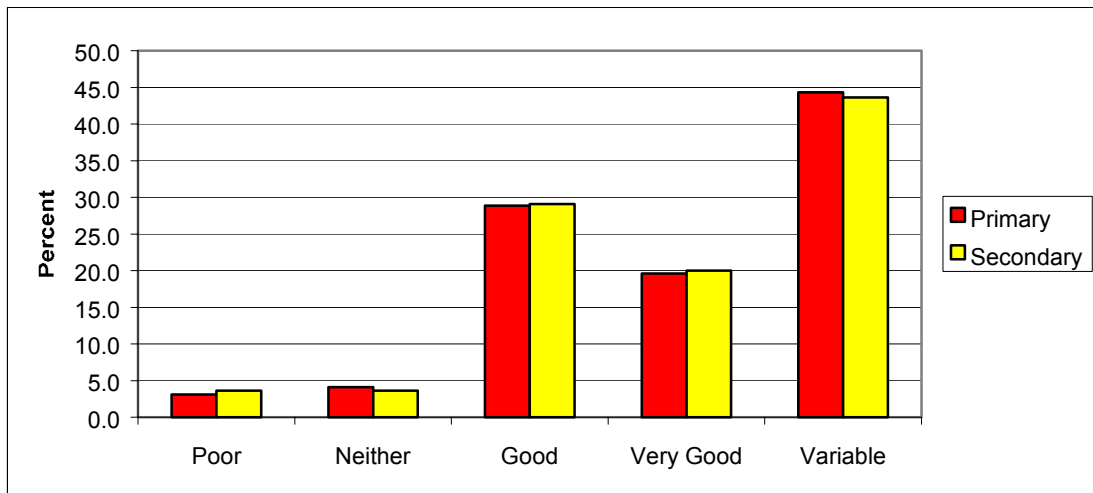


Figure 3.12 Perceived quality of risk education resources / Education level

3.3 THE SUPPORT NEEDS OF TEACHING STAFF

3.3.1 Support needs – risk education

Q8 – To what extent do you feel that you would benefit from greater steer on how to address the teaching of health and safety issues in your subject area?

The distribution of responses for this question, provided in Figure 3.13, have been aggregated and are expressed as percentage of the total sample. Responses were referenced to a five point, Likert type, scale. Scale anchors ranged from 1 ‘not at all’ to 5 ‘a great deal’. It is apparent that the majority of responses are centred around the mid-point of the scale, indicating that teachers are receptive to a greater steer, and therefore would plausibly be supportive of additional support.

- 71% (N = 315) of respondents felt that they would benefit to a ‘moderate’, ‘significant’ or ‘great’ degree from a greater steer on how to address the teaching of health and safety issues.
- Less than 11% of respondents indicated that they would not benefit from a greater steer (i.e. ‘not at all’) on how to address the teaching of health and safety issues.

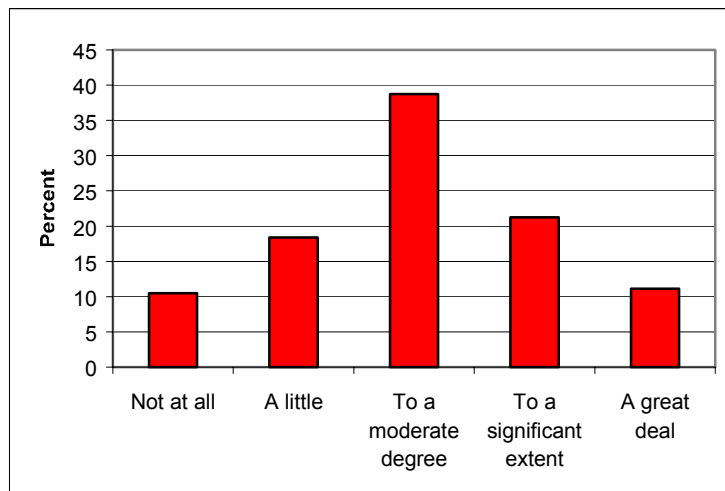


Figure 3.13 Need for greater steer on teaching health & safety issues

Figure 3.14 provides a breakdown of the responses by subject area. Evidence from interview data indicated that IT teaching staff have the lowest level of interest in professional support for risk education, whereas, PSE respondents reported the highest level of interest. However, the survey data does not indicate any significance between subject teaching staff, with most indicating that they would be receptive to greater levels of steer.

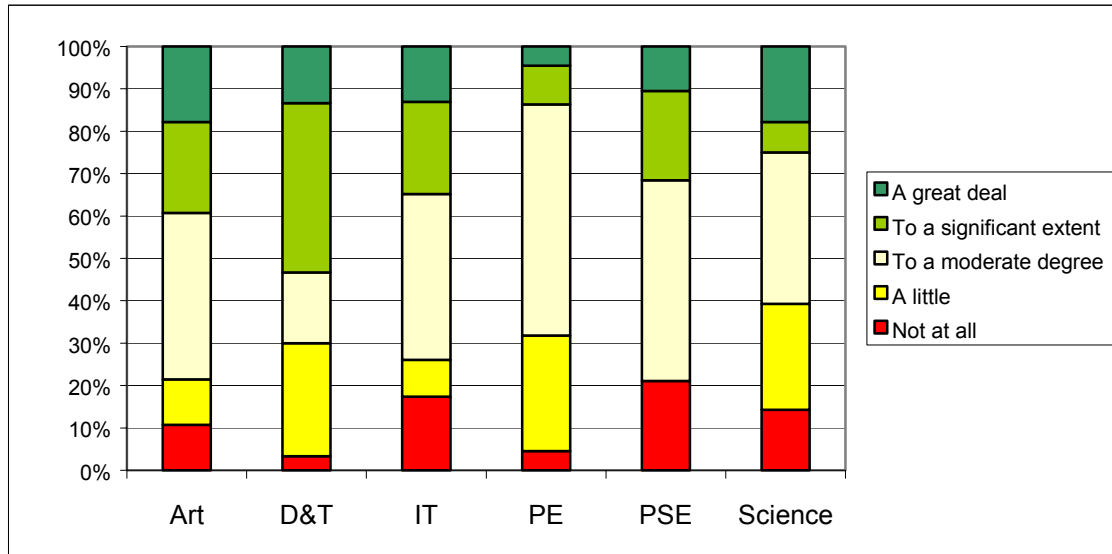


Figure 3.14 Need for greater steer on teaching health & safety issues / Subject

3.3.2 Preferred sources of risk education support

Q9 – Where should this support come from?

By far the most frequently cited preferred source (unprompted) from where advice on health and safety teaching information or guidance should originate was the LEA (see Figure 3.13). Of the other sources mentioned, only 'the school' was cited by more than 10% of respondents:

Source	%
LEA	61.3
School	14.9
Curriculum Guidance	8.9
Inset	7.3
HSE	6.3

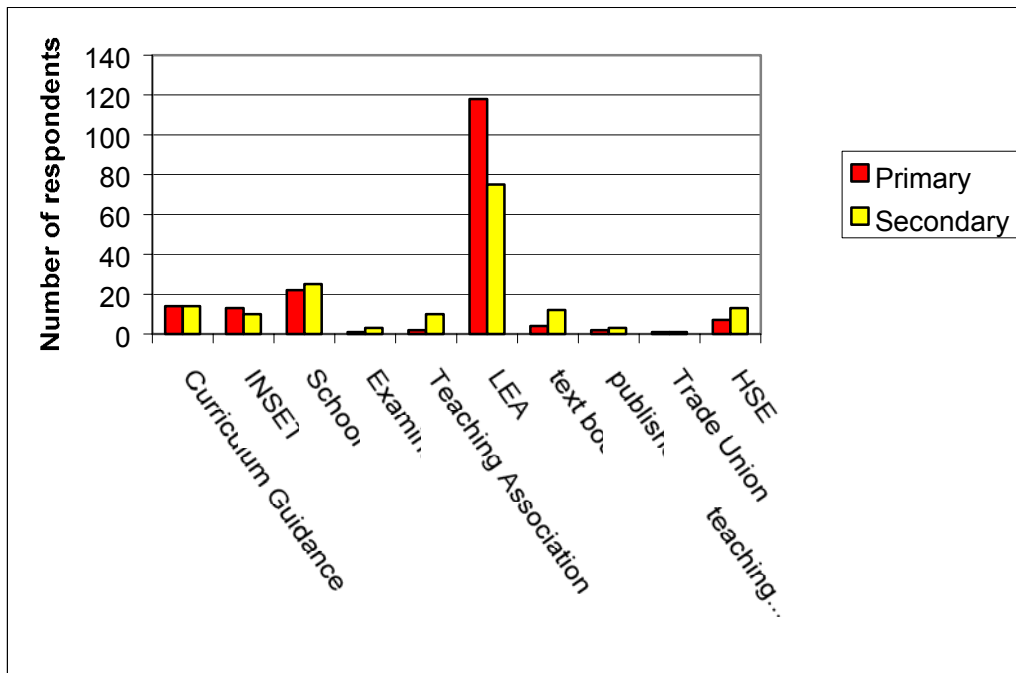


Figure 3.13 From where should advice originate? / Education level

3.4 THE RELEVANCE OF RISK EDUCATION

Following the analysis of interview data, it was apparent that classroom teachers are generally in favour of raising young people’s awareness about health, safety and risk issues. Furthermore, most teachers appeared resolute in the belief that risk education and risk management are paramount concerns during school lesson time and other school activities.

In view of HSE’s ambitions to raise the profile of risk education within schools, this finding provides a level of reassurance that teachers might be supportive of risk education initiatives or schemes. Further support for this hypothesis is provided by the survey results.

3.4.1 The importance of providing pupils with risk education support

Q10 - How important do you think it is to provide pupils with an appreciation of how to manage health and safety risks relevant to your subject area?

Responses were referenced to a five point, Likert type, scale. Scale anchors ranged from 1 ‘not at all important’ to 5 ‘very important’

- 97% (N = 315) of respondents rated this as ‘important’ or ‘very important’ to provide pupils with an appreciation of risk management.

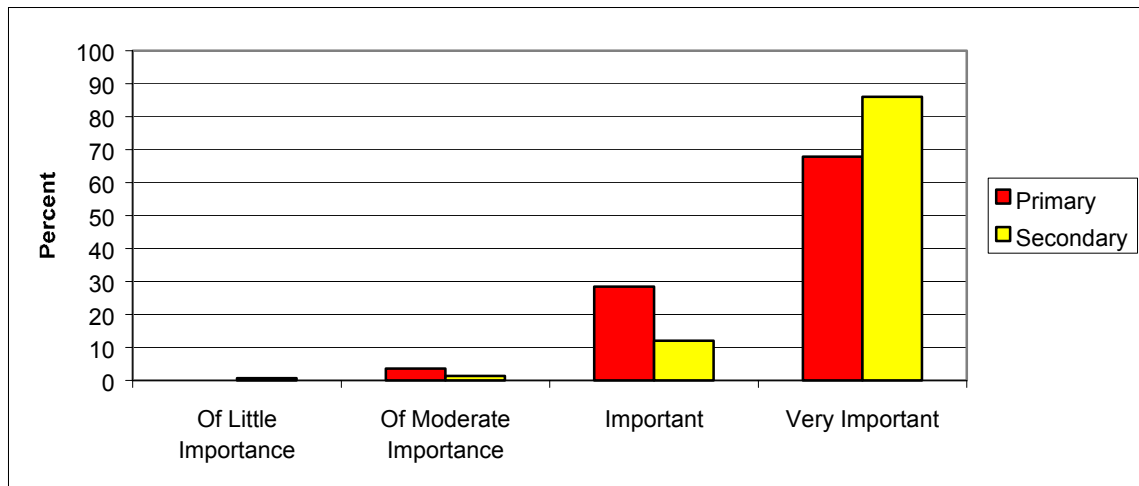


Figure 3.14 Teacher's rating of the importance of risk education

3.4.2 The role of schools in providing pupils with risk education

*Q11 - To what extent do you think it is the role of schools to equip pupils with general life skills that help them recognise and manage risks to their **health, safety and well being**?*

Responses were referenced to a five point, Likert type, scale. Scale anchors ranged from 1 'not at all' to 5 'very much'.

- 90% (N = 315) of respondents reported to a 'significant' or 'very much' extent it is the role of schools to equip pupils with risk management skills.

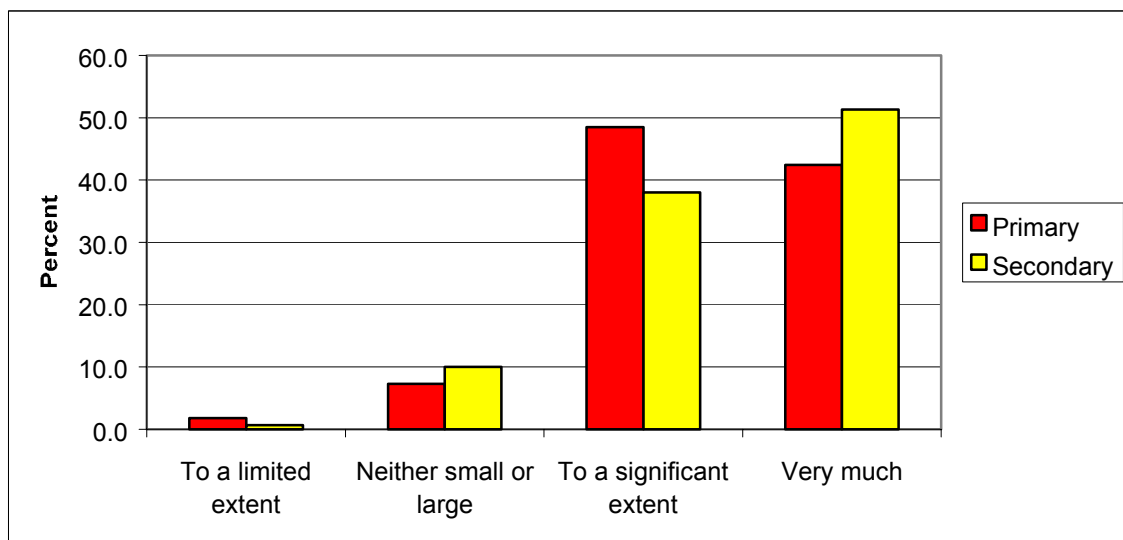


Figure 3.15 Teacher's rating of the importance of risk education / Education level

3.5 TEACHER'S UNDERSTANDING AND COMMUNICATION OF RISK CONCEPTS

The analysis of interview transcript data made it apparent that, for the most part, teaching staff adopt risk education strategies that are based upon risk management techniques, 'common sense' or intuitive approaches to teaching about health safety and risk – e.g. providing clearly

defined ‘dos’ and ‘don’ts’ that are derived from the teacher’s own insight and knowledge of the hazards associated with activities which take place within their subject area. When asked about their approach to educating young people about risk, the majority of teachers described a strategy of gently directing their pupils toward greater levels of independence and competence through structured learning activities, whilst continually monitoring their abilities to execute tasks and, where relevant, manage risks.

- A number of teachers, most notably IT staff, felt that their subject area did not include any significant risks and that risk education was mostly irrelevant in this area of the curriculum.
- A number of PSE subject teachers indicated that they valued the input from outside experts, because for many of the curriculum topics they did not feel suitably qualified to communicate the associated risks to pupils – for example, a number of PSE teaching staff indicated that they did not consider themselves to have sufficient insight into the risks that are associated with certain illicit drugs.
- For the most part, teaching staff for the Art, D&T, PE and Science subjects were able to provide greater evidence that they offer learning opportunities and instruction for risk related topics.

The analysis of teaching staff interview transcripts highlighted the fact that teachers have received very little, and in most instances, no formal training or guidance on the delivery of risk concepts within the classroom. Their understanding, although in some instances well grounded, is largely organised according to intuitive principles. Nevertheless, the interview data provides evidence that teachers, on the whole, are mindful of the risks that young people face within both school and non-school contexts, and provide learning opportunities to advance pupil’s understanding of risks and risk control. These insights were derived from careful analysis of the transcript data, by teasing out salient conceptualisations and themes. It should be born in mind that the survey tool, by comparison, is a relatively blunt instrument, generally less effective in capturing the subtleties and nuances expressed by respondents.

Following discussions with the Project Board committee, a number of questions were included that aimed to capture the level and nature of classroom teacher’s understandings and abilities when communicating risk concepts. Although the analysis of the qualitative data provided no evidence that teaching staff communicate using ‘expert models of risk’ or ‘risk concepts’, it was considered that a potentially revealing approach would be to gather information relating to their levels of confidence in communicating such concepts. The rationale here was that confidence in ability might reasonably be taken as an indication of

- likelihood that risk concepts were being addressed; and,
- the potential receptiveness of teaching staff to training and advice in the delivery of this aspect of the curriculum.

3.5.1 Teacher’s understanding of risk concepts

Q12 - To what extent do you feel confident that you have a clear understanding of the following terms?

A summary of the distribution of responses for this question is provided in Figure 3.16. Responses were referenced to a five point, Likert type, scale. Scale anchors ranged from 1 ‘very little confidence’ to 5 ‘very confident’.

It is apparent that the majority of responses tend towards ‘very confident’, indicating that teaching staff are confident that they have a good understanding of risk concepts.

- 73% (N = 315) of respondents are ‘confident’ or ‘very confident’ that they have a clear understanding of *Risk Control*.
- 87% (N = 315) of respondents are ‘confident’ or ‘very confident’ that they have a clear understanding of *Risk Assessment*.
- 95% (N = 315) of respondents are ‘confident’ or ‘very confident’ that they have a clear understanding of *Risk*.
- 97% (N = 315) of respondents are ‘confident’ or ‘very confident’ that they have a clear understanding of *Hazard*.

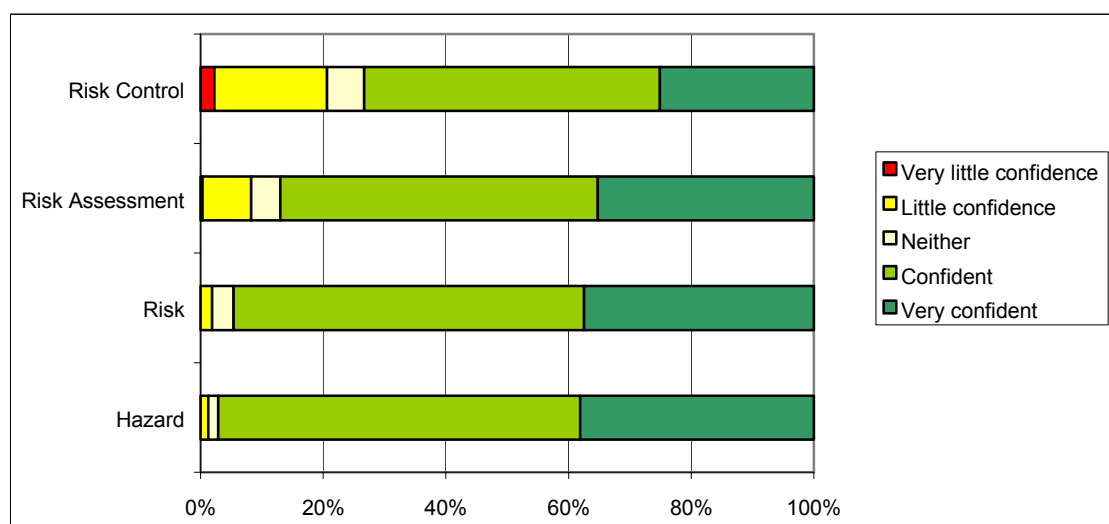


Figure 3.16 Teacher's understanding of risk concepts

A test of differences between risk concept understanding scores by subject specialism was performed using the ANOVA statistic, i.e. to ascertain whether differences were apparent for risk terms and subject areas. Results revealed that there were no statistically significant differences between the subject areas.

3.5.2 Teacher's communication of risk concepts

Q13 - How confident do you feel that you are able to communicate these concepts to pupils?

A summary of the distribution of responses for this question, is provided in Figure 3.17. Responses were referenced to a five point, Likert type, scale. Scale anchors ranged from 1 'very little confidence' to 5 'very confident'.

It is apparent that the majority of responses tend towards 'very confident', indicating that teaching staff are confident that they have a good understanding of risk concepts – although this would appear to contest their apparently strong preference rating for a greater steer on risk education (see section 3.3.1).

- 71% of respondents were 'confident' or 'very confident' that they are able to communicate the concept *Risk Control*.
- 77% of respondents were 'confident' or 'very confident' that they are able to communicate the concept *Risk Assessment*.
- 92% of respondents were 'confident' or 'very confident' that they are able to communicate the concept *Risk*.

- 93% of respondents were ‘confident’ or ‘very confident’ that they are able to communicate the concept *Hazard*.

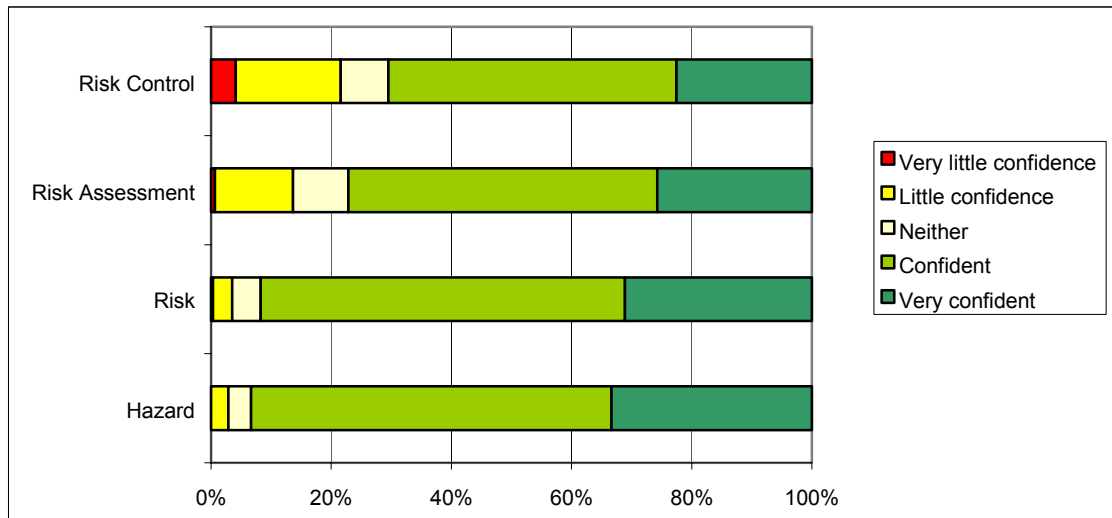


Figure 3.17 Teacher's communication of risk concepts

A test of differences between risk concept communication scores by subject specialism was performed on this data using the ANOVA statistic, i.e. to ascertain whether differences were apparent for risk terms and subject teachers. Results revealed no statistically significant differences between the subject teachers.

3.5.3 Teachers and Risk Communication

Face to face discussions with teaching staff during earlier qualitative work revealed that many were unfamiliar with the terms ‘risk education’, or ‘risk concepts’. Furthermore, when using the general term ‘health and safety’ in relation to school contexts, most teachers immediately assumed that reference was being made to risk management issues and statutory requirements / health and safety regulations. This finding is of interest in itself, but also highlights the importance of, and potential pitfalls, surrounding the terminology in this area, its potential for misinterpretation and general opaqueness. Confusion over the concept of risk has been found to be significant in a number of other studies, while the concepts of ‘health’ and ‘safety’ are considerably more intuitive.

For related reasons, the main findings that relate to questions Q12 and Q13 - i.e. that *the majority of teachers are confident that they understand and are able to communicate risk concepts* - should be treated with a degree of caution. It would be prudent to interpret these findings with reference to insights gained following the analysis of interview data, i.e. that *teaching staff base risk education on their intuitive understanding of risk control, and that there is a degree of confusion surrounding the nebulous concept of risk*.

3.6 BARRIERS TO RISK EDUCATION

Q14 - To what extent might the following constitute barriers to teaching pupils about how to manage health and safety risks?

A summary of the distribution of responses for this question, is provided in Figure 3.18. Responses were referenced to a five point, Likert type, scale. Scale anchors ranged from 1 ‘not at all’ to 5 ‘a great deal’. Multiple responses were permitted in this instance.

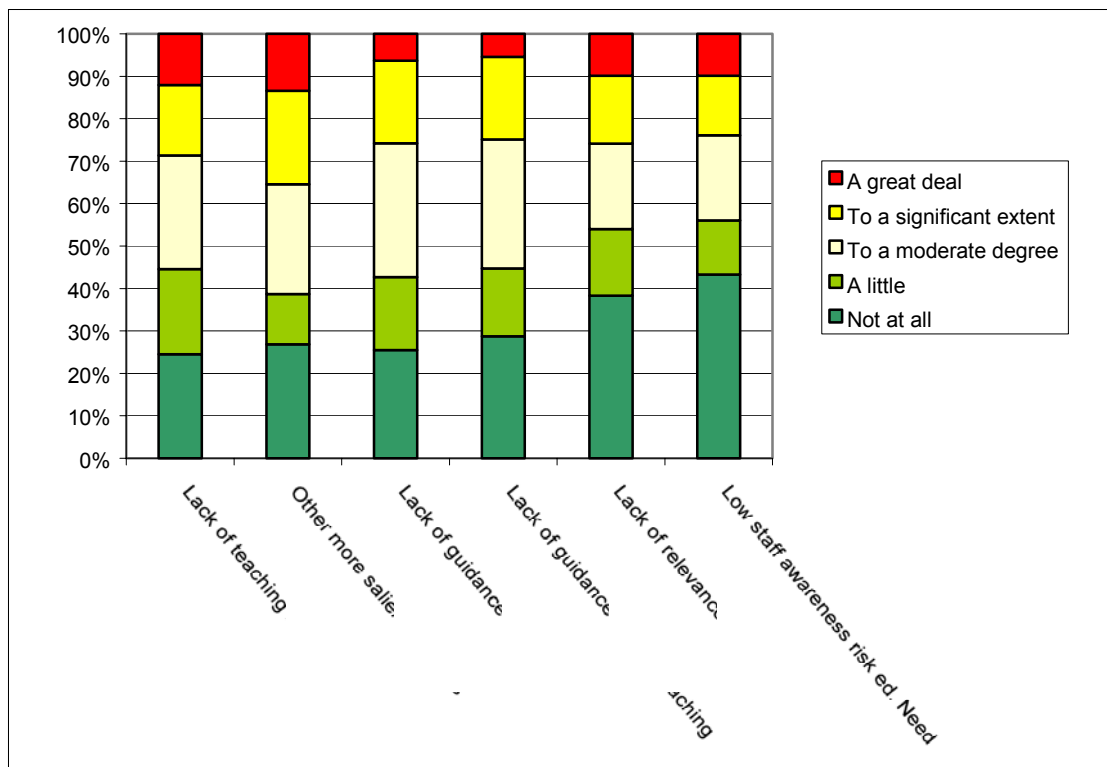


Figure 3.18 Barriers to risk education

The responses to question Q14 indicate that the majority of teaching staff feel that the range of identified barriers to risk education constitute a ‘moderate’, ‘little’ or ‘no’ barrier to the teaching of risk management.

3.7 EVIDENCE OF A WHOLE SCHOOL APPROACH TO HEALTH & SAFETY POLICY FORMATION

Insight gained from the analysis of interview data suggests that classroom teacher’s awareness and knowledge of School or Departmental health and safety policies was variable. The majority of teaching staff demonstrated uncertainty when asked about the content (and whereabouts) of school health and safety policy documents, whilst the minority provided evidence that they actively participated in the drawing up of school safety policies. For this reason it was anticipated that the bulk of respondents would select the ‘*don’t know*’ option for questions relating to the nature of school health and safety policy development. However, this was not the case, only 9% (N = 315) of teachers responded in this way for each sub question of Q15.

The primary reason for including question Q15 was to gain insight into the degree to which schools adopt ‘whole school approaches’ to health and safety policy formation, i.e. to establish the extent to which they recognise the need to involve representatives from the wider school community – pupils, parents, staff (teaching and non-teaching) and governors - at each stage of the process.

Q15 - To what extent does your school involve members of the following groups in drawing up its health and safety policy? (e.g. policies for safety of pupils on field trips, in playgrounds, or on their journey to school).

A summary of the distribution of responses for this question, is provided in Figure 3.19. Responses were referenced to a five point, Likert type, scale. Scale anchors ranged from 1 ‘a little’ to 5 ‘a great deal’. Multiple responses were permitted in this instance.

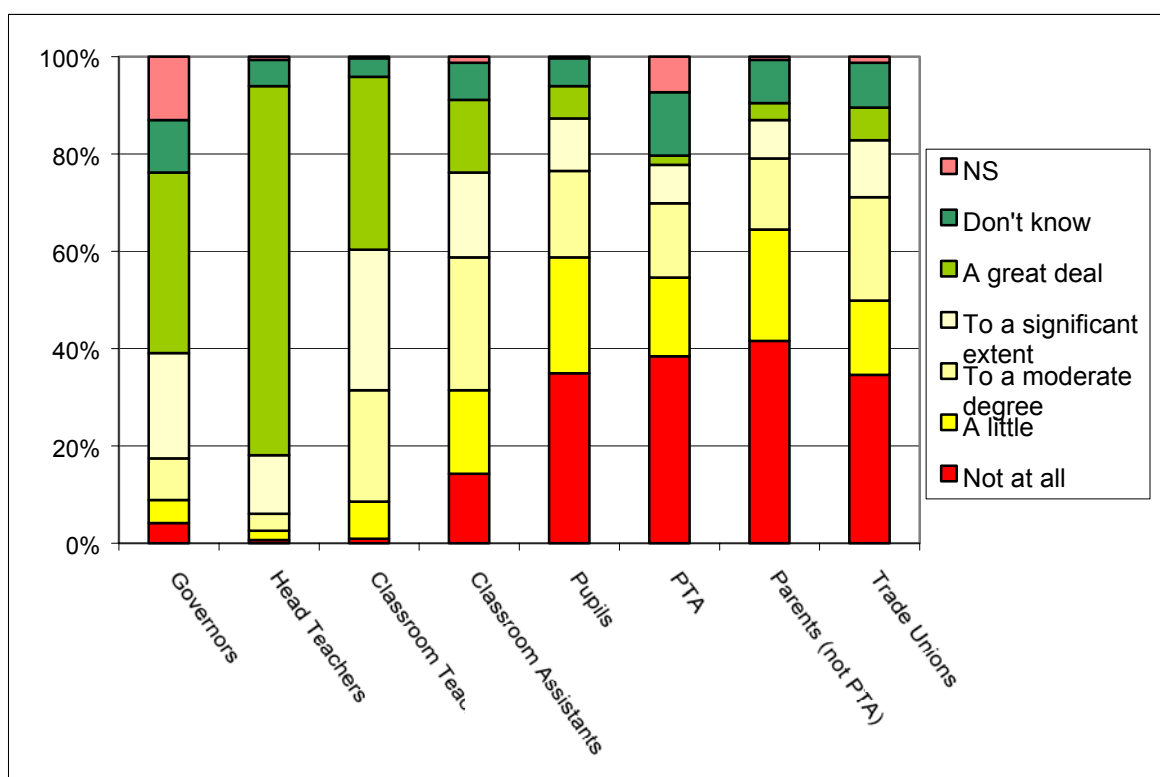


Figure 3.19 Involvement in drawing up H&S policy

- 66% (N = 315) of respondents indicated that school *governors* are involved ‘a great deal’ or ‘to a significant extent’ in drawing up health and safety policies.
- 88% (N = 315) of respondents indicated that *head teachers* are involved ‘a great deal’ or ‘to a significant extent’ in drawing up health and safety policies.
- 65% (N = 315) of respondents indicated that *classroom teachers* are involved ‘a great deal’ or ‘to a significant extent’ in drawing up health and safety policies.
- 18% (N = 315) of respondents indicated that *pupils* are involved ‘a great deal’ or ‘to a significant extent’ in drawing up health and safety policies.
- 12% (N = 315) of respondents indicated that *parents* are involved ‘a great deal’ or ‘to a significant extent’ in drawing up health and safety policies.
- 19% (N = 315) of respondents indicated that *trade unions* are involved ‘a great deal’ or ‘to a significant extent’ in drawing up health and safety policies.

These findings indicate that whole school approaches (i.e. approaches to educational matters that involve the wider school community) to policy formation do exist, but are patchy.

Q16 -To what extent does your school use the risks identified in your school health and safety policy as a focus for teaching pupils about how to recognise and control risks?

A summary of the distribution of responses for this question, is provided in Figure 3.20. Responses were referenced to a five point, Likert type, scale. Scale anchors ranged from 1 ‘not at all’ to 5 ‘a great deal’. Multiple responses were permitted in this instance.

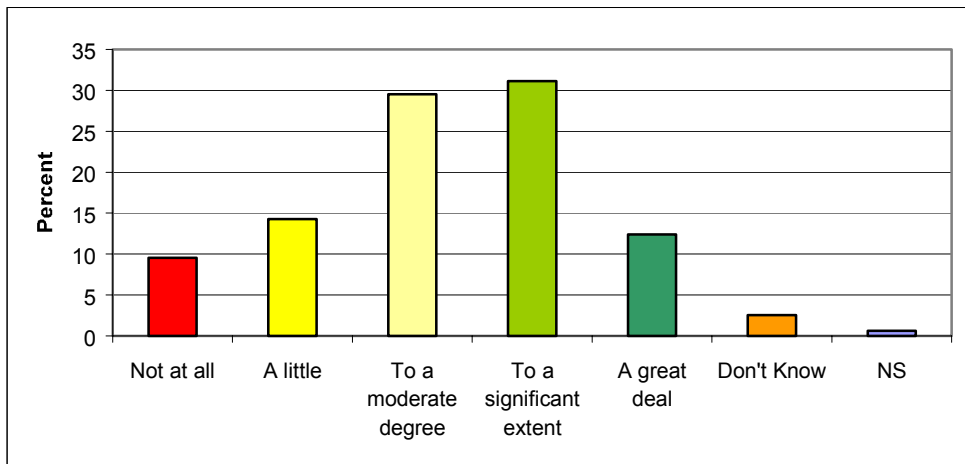


Figure 3.20 H&S policy and teaching

- 44% (N = 315) of respondents indicated that the risks identified in school health and safety policies are used ‘a great deal’ or ‘to a significant extent’ as a focus for teaching pupils about how to recognise and control risks.

4 MAIN FINDINGS

A primary objective of the survey was to provide reliable measures that could be used to benchmark current levels of awareness of risk education requirements, and the extent and nature of risk education provision. These broad ambitions have been met through a survey of schools.

Given the high demands upon teaching staff the survey instrument was designed to be brief. Broader and more detailed insights can be gained from a related report that provides detailed analysis of transcript evidence from interviews with teaching staff (see Shearn 2003). A number of references to the findings from this supplementary report have been made in the foregoing discussion. From a methodological perspective, the survey tool has provided a desirable element of triangulation, by broadly confirming the findings on a larger sample.

However, in relation to certain matters, when comparing the insights gained from the qualitative interview data with the quantitative survey data, it is apparent that a number of anomalies and qualifications to findings are present. This, however, evidences the benefits of a combined methods approach.

- Insights from both the qualitative and quantitative data indicate that most teaching staff are aware of the requirement to teach pupils about how to assess and control risks. However, evidence from the interviews suggests that, despite widespread awareness and knowledge of these broad requirements, for the most part, teaching staff were not able to demonstrate any specific insight into the requirements, or any clear strategy for fulfilling the requirement to impart an understanding of risk concepts.
- The survey findings indicate that the majority of teachers are confident that they understand and are able to communicate risk concepts. These findings should be treated with a degree of caution in view of the fact that insights gained following the analysis of interview data indicate that for the most part teaching staff appear to base their delivery of risk education on their intuitive understanding of risk control, rather than any formal understanding of risk concepts. Similarly, for many a notable degree of confusion surrounds the nebulous concept of 'risk'.
- Insights gained from the analysis of interview data suggests that teacher's levels of awareness and knowledge of school health and safety policies are low. This contrasts with the survey findings wherein only 9% of respondents indicated that they did not know about the nature of school health and safety policy development. This would seem to suggest that general awareness is high, but detailed insight into the process remains limited.
- There appears to be a degree of disparity between the anecdotal evidence from the interview data and the survey findings regarding PSE teaching staff and their interest in additional professional support. At the secondary level, PSE teachers had the highest level of survey responses, indicating they would be least receptive to additional professional support for teaching risk education. Interview responses, however, suggest that PSE teaching staff actively seek information and support when planning to teach about health and safety risks.
- Survey findings indicate that most teaching staff feel that the school has an important role in equipping pupils with skills for managing their health, safety and well-being.

- Nine out of 10 (87%) respondents indicated that they are aware of National Curriculum requirements/guidance for teaching pupils about health and safety risks (although, see comments above).
- Nine out of 10 (90%) of respondents recognised the ‘significant’ role that schools can play in equipping you people with risk management skills.
- Almost two thirds (60%) of respondents indicated that they were aware of risk education teaching resources.
- Approximately half (48%) of those surveyed reported that they have used risk education teaching resources (e.g. published schemes of work, teaching guides and videos).
- Almost three quarters (71%) of the sample felt that they would benefit to a ‘moderate’, ‘significant’ or ‘greater’ degree from a greater steer on how to address the teaching of health and safety issues.
- The most frequently cited preferred source (unprompted) to seek advice on risk teaching information or guidance was the LEA 61% (n=193).
- For teaching staff who were aware of the requirement to teach pupils about how to assess and control health and safety risks (n=273), the five most frequently cited sources of this information / guidance were:
 - Curriculum Guidance (from ACCAC, L&TS or QCA), 30%;
 - Advice from Colleagues (e.g. Head of Department), 15%;
 - The LEA, 14%;
 - Initial Teacher Training, 10%;
 - INSET (Teacher Training), 5.4%.
- Of the subset of secondary education level teaching staff that have used risk education teaching resources (n = 55), it is apparent that levels of usage are more common amongst PSE (92%), Art (80%), D&T (84%) and Science (78%) subject teachers, when compared with IT (63%) and PE (56%) subject teachers.

4.1 RECOMMENDATIONS

Subsequent surveys of risk education provision should be planned (e.g. for the year 2006) with a view to measuring the nature and extent of in the views of teaching staff. So far as is possible, this evaluation should be based on a repeated measures approach, involving the same schools.

- Given that this survey has identified a good level of teacher support for school based risk education initiatives, as well as high levels of teaching staff preference for a greater steer on how to address the teaching of health and safety risk issues, there is a need to develop risk education support materials and to seek effective ways of increasing the level of integrating risk education into the school curriculum.
- Survey results indicate that risk education initiatives would achieve greater levels of impact if directed through LEAs, or when directly provided by LEAs.
- Findings indicate that ‘whole school approaches’ to school health and safety policy development are in their early stages, with relatively few teachers identifying the inclusion

of pupils or parents in the process. Given the potential benefits of adopting whole school approaches to risk education and policy development, future initiatives should aim to adopt related approaches.

- There is a need for further insights into the nature of teacher's approaches to risk education. Arguably, amongst the best ways of gathering related data would be through a series of classroom observations. This information should be used to inform future guidance on how to approach the teaching of risk concepts.

5 APPENDICES

5.1 APPENDIX 1 – SURVEY TOOL

Risk Education Provision in Primary and Secondary Schools
HSE

School Name:

School Address:

.....

.....

Postcode:

Telephone Number (inc. STD Code):

Local Education Authority

- Devon 1
- Fife 2
- Newcastle 3
- Northumberland 4
- Swansea 5
- Wrexham 6

Education Level

- Middle (8-12 yrs) 1
- Secondary (11-16 + yrs) 2
- Primary (5-11 yrs) 3

Respondent Age

- Under 25 yrs 1
- 25-40 yrs 2
- 40 yrs + 3

Gender

- Male 1
- Female 2

Teaching qualification obtained (ie. PGCE, BA QTS)

- Less than 5 years ago 1
- 5 to 10 years ago 2
- 10+ years ago 3

Good morning/afternoon, my name is from Wirthlin Europe, an independent market Research Company. Could I please speak to the Head Teacher.

We are conducting a survey on behalf of the Health & Safety Executive as part of the Government backed Revitalising Health and Safety Programme. The Health and Safety Executive is conducting a UK wide study about the nature and extent of health, safety and risk education in schools. This research, co-ordinated by the Health & Safety Laboratory, aims to gather valuable information, which will be used to scope future HSE funded initiatives designed to support the provision of risk education in schools.

The survey is designed to explore the views of a representative sample of classroom teaching staff in each relevant area of the curriculum throughout the UK. Your LEA has given it's approval to this study and your school has been selected at random for inclusion.

EXPLAIN THAT YOU NEED TO SPEAK TO 3 TEACHERS IN CERTAIN SUBJECTS. ASK FOR NAMES AND BEST TIMES TO CONTACT.

REPEAT INTRO FOR TEACHER AS NECESSARY

S1 Can I confirm that your subject specialism is in one of the following areas..
(READ OUT) SINGLE CODE ONLY

- | | | |
|-------------------------------------------------------------------------------------------------------------------------------------|--------------------------|---|
| Art & Design (Expressive Arts - Scot) | <input type="checkbox"/> | 1 |
| Design & Technology (Technical Education (Scot) & Home Economics | <input type="checkbox"/> | 2 |
| IT (Information & Communication Technology) | <input type="checkbox"/> | 3 |
| Personal & Social Education (Citizenship (Eng), Health Education (Scot) and Personal, Social and Health Education (PSHE) | <input type="checkbox"/> | 4 |
| Physical Education | <input type="checkbox"/> | 5 |
| Science (Biology, Chemistry and Physics) | <input type="checkbox"/> | 6 |
| Other | <input type="checkbox"/> | 7 |

CONTINUE

THANK & CLOSE

Q1 Are you aware that under the National Curriculum (or Scottish Curriculum Guidance – Scotland), teachers in your subject area are required to teach pupils about how to assess and control **health and safety risks** to themselves and others?

- | | | | |
|-----|--------------------------|---|-----------------|
| Yes | <input type="checkbox"/> | 1 | GO TO Q2 |
| No | <input type="checkbox"/> | 2 | GO TO Q3 |

ASK ALL WHO CODED 1 AT Q1. OTHERS GO TO Q3

Q2 How did you become aware of this requirement? **DO NOT PROMPT. MULTICODE POSSIBLE**

- Curriculum Guidance (OCA – England, L& TS – Scotland, ACCAC – Wales) 1
 - Department for Education & Skills (DFES) or Scottish Executive Education Department 2
 - INSET Training Courses 3
 - Initial Teacher Training 4
 - Head of department / Colleagues 5
 - Guidance from Examination Boards 6
 - Guidance from a Teaching Association 7
 - Local Education Authority (LEA) 8
 - Published Teaching Guides (e.g. text books) or other professional publications e.g. TES 9
 - A Trade Union 01
 - Other (**write in & code 02**) 02
-
- Don't Know 03

ASK ALL

Q3 When planning lessons in your subject area, to what extent do you refer to the following resources? **READ OUT. TICK START & ROTATE. PROBE TO CODE**

	Almost Never	Occasionally	Regularly	Often	Very Often
Curriculum Guidance (OCA – England, L& TS – Scotland ACCAC – Wales)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
INSET Training Materials	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Head of Department / Colleagues	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Examination Boards Guidance	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Teaching Associations (e.g. Baalpe, DATA) guidance	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Local Education Authority (LEA) Guidance	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Published Teaching Guides (e.g. text books)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Other	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Q4 If you needed information on how to teach pupils about recognising and controlling health and safety risks, to what extent would you refer to the following information sources? **READ OUT. TICK START & ROTATE. PROBE TO CODE**

	Almost Never	Occasionally	Regularly	Often	Very Often
Curriculum Guidance (OCA – England, L& TS – Scotland ACCAC – Wales)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Department for Education & Skills (DFES) or Scottish Executive Education Department	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
INSET Training materials	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Head of department / Colleagues	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Examination Boards guidance	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Teaching Associations (e.g. Baalpe, DATA) guidance	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Local Education Authority (LEA)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Published Teaching Guides (e.g. text books)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Other	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Q5 Are you aware of any teaching resources (e.g. published schemes of work, teaching guides, videos) which are available to help you teach pupils about **health and safety risk issues** in your subject area?

Yes 1 **GO TO Q6**

No 2 **GO TO Q8**

Q6 Have you used any of these types of resource in teaching pupils about **health and safety risks**?

Yes 1 **GO TO Q7**

No 2 **GO TO Q8**

Q7 In general, how would you rate their quality? **READ OUT. SINGLE CODE ONLY**

Very Poor 1

Poor 2

Neither 3

Good 4

Very Good 5

Variable

6

ASK ALL

Q8 To what extent do you feel that you would benefit from greater steer on how to address the teaching of **health and safety issues** in your subject area? **READ OUT. SINGLE CODE ONLY**

- | | | |
|-------------------------|--------------------------|---|
| Not at all | <input type="checkbox"/> | 1 |
| A little | <input type="checkbox"/> | 2 |
| To a moderate degree | <input type="checkbox"/> | 3 |
| To a significant extent | <input type="checkbox"/> | 4 |
| A great deal | <input type="checkbox"/> | 5 |

Q9 Where should this support come from? **DO NOT PROMPT. MULTICODE POSSIBLE**

- | | | |
|----------------------------------------------------------------------|--------------------------|----|
| Curriculum Guidance (OCA – England, L& TS – Scotland, ACCAC – Wales) | <input type="checkbox"/> | 1 |
| INSET Training Materials | <input type="checkbox"/> | 2 |
| School/ Head of department | <input type="checkbox"/> | 3 |
| Examination Board guidance | <input type="checkbox"/> | 4 |
| Teaching Association (e.g. Baalpe, DATA) guidance | <input type="checkbox"/> | 5 |
| Local Education Authority (LEA) guidance | <input type="checkbox"/> | 6 |
| Published Teaching Guides (e.g. text books) | <input type="checkbox"/> | 7 |
| Notification from publishers of teaching materials | <input type="checkbox"/> | 8 |
| Trade Union | <input type="checkbox"/> | 9 |
| Other (write in & code 01) | <input type="checkbox"/> | 01 |
| <hr/> | | |
| Don't Know | <input type="checkbox"/> | 02 |

Q10 How important do you think it is to provide pupils with an appreciation of how to manage **health and safety risks** relevant to your subject area? **(READ OUT) SINGLE CODE ONLY**

- | | | |
|------------------------|--------------------------|---|
| Not at all important | <input type="checkbox"/> | 1 |
| Of Little Importance | <input type="checkbox"/> | 2 |
| Of Moderate Importance | <input type="checkbox"/> | 3 |

Important 4
 Very Important 5

Q11 To what extent do you think it is the role of schools to equip pupils with general life skills that help them recognise and manage risks to their **health and safety and well being?** **READ OUT. SINGLE CODE ONLY**

Very little 1
 To a limited extent 2
 Neither small or large 3
 To a significant extent 4
 Very much 5

Q12 To what extent do you feel confident that you have a clear understanding of the following terms? **(READ OUT). SINGLE CODE ONLY**

	Very little confidence	Little confidence	Neither	Confident	Very confident
Hazard	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Risk	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Risk Assessment	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Risk control	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

13 How confident do you feel that you are able to communicate these concepts to pupils? **(READ OUT. SINGLE CODE ONLY)**

	Very little confidence	Little confidence	Neither	Confident	Very confident
Hazard	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Risk	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Risk Assessment	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Risk control	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Q14 To what extent might the following constitute barriers to teaching pupils about how to manage health and safety risks? **(READ OUT. SINGLE CODE ONLY) TICK START & ROTATE**

	Not at all	A little	To a moderate degree	To a significant extent	A great deal
<u>Lack of suitable teaching resource material</u>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<u>Presence of other more salient learning priorities</u>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<u>Lack of guidance on topics which should be addressed</u>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<u>Lack of guidance on how to go about teaching risk issues</u>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Lack of relevance to pupils	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Low staff awareness of the need to teach risk issues	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Q15 To what extent does your school involve members of the following groups in drawing up its health and safety policy? (e.g. policies for safety of pupils on field trips, in playgrounds, or on their journey to school) **(READ OUT. SINGLE CODE ONLY)**
TICK START & ROTATE

	Not at all	A little	To a moderate degree	To a significant extent	A great deal	Don't Know
Governors	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Head Teachers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Classroom Teachers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Classroom Assistants	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Pupils	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Parent Teachers Association	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Parents (not PTA)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Trade Unions	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6

Q16 And finally, to what extent does your school use the risks identified in your school health and safety policy as a focus for teaching pupils about how to recognise and control risks? **(PROBE TO CODE) SINGLE CODE ONLY**

Not at all	<input type="checkbox"/> 1
A little	<input type="checkbox"/> 2
To a moderate degree	<input type="checkbox"/> 3
To a significant extent	<input type="checkbox"/> 4
A great deal	<input type="checkbox"/> 5
Don't Know (DO NOT READ OUT)	<input type="checkbox"/> 6

5.2 APPENDIX 2 – LETTER TO LEAS

Date

Name

Director of Education

County Council

Address

Dear Name

Health & Safety Executive survey of teacher's views on risk education in schools

Background

As part of the 'Revitalising Health and Safety Programme' and in response to broader Government objectives on risk education for young people, the Health & Safety Executive⁴ is conducting a UK-wide study of the nature and extent of health, safety and risk education in schools. This research, co-ordinated by the Health & Safety Laboratory, aims to gather valuable information, which will be used to scope future HSE funded initiatives designed to support the provision of risk education in schools.

The requirement to teach risk concepts is embodied within the National curricula for England, Scotland and Wales and relates to the following areas Art, Design & Technology, IT, PE, Science or Personal and Social Education, at each key stage. As part of our on-going programme of work we are intended to conduct a survey of classroom teachers, in order to gather baseline information on current levels of provision of health, safety and risk education in each of the above subject areas / key stages. We are particularly interested in identifying those aspects where teaching staff might benefit from increased support, e.g. provision of teaching materials; guidance on how to approach the teaching of risk concepts.

The survey

The survey is designed to explore the views of a representative sample of classroom teaching staff in each relevant area of the curriculum throughout the UK. Your LEA has been selected at random for inclusion in this study. It is intended that each participating school will also be selected in this way.

We propose that the market research company we have engaged to conduct the survey should contact schools directly. Thus, in the first instance, the intention is to contact approximately 20 head teachers within your LEA, with a request to interview between three and four members of staff. Participation in the interviews will be on a voluntary basis. Each interview will be of approximately 10 to 15 minutes duration and will be conducted over the telephone.

We are very conscious of the high demands upon teaching staff and have attempted to keep the survey instrument brief in recognition of this. However, in order to maximise the confidence in results arising from this survey it is important that we are able to engage with front line teaching staff in an affective manner. With a view to raising awareness of the survey and reassuring

⁴ The Health and Safety Commission (HSC) and its Executive (HSE) are the Government body with responsibility for the regulation of health and safety risks to employees and the public arising from workplace activity.

participating schools of its credence and salience to their core activity we would like to request your endorsement of the survey.

Finally, we would like to emphasise that the survey is designed to be anonymous and provide the assurance that all information gathered is for research purposes only and will not be passed, either directly or indirectly, to any third party in an attributable form.

A member of our staff will contact your office during the next 7 to 14 days regarding your decision over participation in the study. If you would like further information on any issues surrounding this work, please contact either Dr Peter Shearn (1114 2892440) e.mail peter.shearn@hsl.gov.uk; or Dr Andrew Weyman (0114 2892589) e.mail andrew.weyman@hsl.gov.uk

Yours sincerely

Dr Peter Shearn
Social & Economic Factors Unit
Human Factors Group

6 REFERENCES