



**NOTTINGHAMSHIRE**  
**Fire & Rescue Service**  
*Creating Safer Communities*

Nottinghamshire and City of Nottingham  
Fire and Rescue Authority  
Community Safety Committee

# **RISKWATCH RESOURCES UPDATE**

Report of the Chief Fire Officer

**Agenda Item No:**

**Date:** 31 October 2008

**Purpose of Report:**

To update Members on the development of new resources within the RiskWatch Education Programme.

## **CONTACT OFFICER**

**Name :** John Buckley  
Assistant Chief Fire Officer

**Tel :** (0115) 967 0880

**Email :** [john.buckley@notts-fire.gov.uk](mailto:john.buckley@notts-fire.gov.uk)

**Media Enquiries  
Contact :** Elisabeth Reeson  
(0115) 967 5889 [elisabeth.reeson@notts-fire.gov.uk](mailto:elisabeth.reeson@notts-fire.gov.uk)

## **1. BACKGROUND**

- 1.1 The Government White Paper “Our Fire and Rescue Service” highlighted opportunities for the Fire and Rescue Service to play its part in reducing misery caused by injuries that could have been avoided. The Government set national targets through “Saving Lives, our Healthier Nation” to “reduce death rates from accidents by at least one fifth and the rate of serious injury by one tenth by 2010”.
- 1.2 Against this background, in September 2003 the Service introduced as a pilot a generic safety education programme – ‘RiskWatch’ – which was originally developed by the National Fire Protection Association (NFPA) in the United States. RiskWatch has been continually developed by the Service and grown in strength and is now an integral part of the Service’s schools educational programme. These developments have also extended the coverage of the programme through to sixteen year olds. The secondary school element of the programme includes subject areas associated with fire setting and antisocial behaviour and continues to be developed.

## **2. REPORT**

### **ACTIVITY BOOK**

- 2.1 As part of the ongoing development of RiskWatch for primary age children, Nottinghamshire Fire and Rescue Service (NFRS) have worked with Kidzsmart to produce a new fun activity book “Risk Watch: Make Time for Safety”.
- 2.2 Designed by the community safety education research and development team working with firefighters, the book is aimed at children of 7- 9 years of age, providing fire safety messages in a fun and informative way. The messages in the activity book reinforce the RiskWatch objectives within the current package.
- 2.3 The aim is to provide resources for crews to give out at RiskWatch education visits to children, which can be shared with other members of the family when taken home.
- 2.4 The key messages within the activity book reinforce information on prevention, detection and escape. Each page displays the friendly firefighter giving helpful fire safety advice. The advice is designed to be read by adults with their children. The firefighters are dressed in the new operational kit as well as the blue shirts which are most commonly worn in the classroom.

2.5 An explanation of the booklet follows:

**2.5.1 Page 1: Front cover RiskWatch: Make Time for Safety!**

RiskWatch promoted alongside Nottinghamshire Fire and Rescue Service logo. This is the first resource designed by NFRS for children/families to promote the RiskWatch brand.

**2.5.2 Page 2 Title: Prevention: Fire Hazards and Risks! : How many can you spot?**

This page reinforces the message to children about hazards in the home and encourages the children to hazard spot at home to help prevent accidents.

- Candles: Don't leave candles burning when you go out of the room;
- Overloaded sockets: Be careful not to overload sockets and switch off electrical items not designed to stay on;
- Matches and lighters: If you find matches and lighters give them to a grown up to put away;
- Heat source / fire: Don't leave toys too close to a fire;
- Toys on floor: Keep your escape route clear of toys.

Fire fighter message: "Stay away from things that get hot, and NEVER play with matches or lighters. Try hazard spotting in your home, and pointing them out to others because preventing accidents could save you and your family from getting hurt."

**2.5.3 Page 3: Detection: Smoke alarms do save lives!**

The crossword puzzle is designed to reinforce all the key messages relating to smoke alarms. It is important that the children are not confused by messages relating to fire safety. At all times we want them to know what the right answer is and will not leave them unsure of what is the right thing to do.

Fire fighter message: "Make sure you know the sound of the smoke alarm. When the smoke alarm sounds – get out and stay out".

**2.5.4 Pages 4 and 5: Escape routes: Can you get out of your home safely?**

The key messages on these pages are reinforcing what the children should do and not confusing them with the wrong messages.

The escape plan can be correctly ordered to spell the word escape and there is space for the children to draw their own escape plan. The page also encourages that this should be done with the family. The

bedtime routines are aimed at children working with their families to tick the checklist.

Fire fighter message: "Don't leave obstacles around. Make sure that your floor and stairs are clear, so that you can exit quickly. Close doors when you go to bed to stop fire and smoke spreading in the event of a fire. Make sure that you turn off electrical items and fires when you go to bed; do not leave them on standby as they can be a fire risk."

### **2.5.5 Pages 6 and 7: RiskWatch Game Board: Hoses and Ladders!**

The game board is designed to help reinforce the fire safety messages through the format of snakes and ladders through the fire fighter version of Hoses and Ladders. The children will find that the game takes them up a ladder if they have a safe square and go down a hose if there is a risk.

### **2.5.6 Page 8: Fire Hazards: STOP DROP and ROLL**

This page explains what to do if your clothes catch fire; STOP DROP and ROLL. Stop where you are. Drop to the ground. Roll over and over, covering your face and mouth with your hands. Cool the burn with water and call for help.

### **2.5.7 Page 9: Emergency ...Dial 999**

The book is designed to be fun and informative and this page contains serious messages within the format of a fun maze. The maze leads to the real emergency, but the hoax call is shown as a dead end in the maze and reinforces that the crew are not getting to the real emergency.

Fire fighter message: "Hoax calls to the fire service put lives in danger ONLY EVER call 999 in an emergency."

### **2.5.8 Page 10: Firefighter Kit: Word Search**

Children are fascinated with the fire appliance and the fire fighters kit so this word search lists some of the equipment used by the fire fighters.

Fire fighter message: "We always wear protective clothing to protect us from the fire and smoke".

### **2.5.9 RiskWatch Q & A Cards**

The set of eight RiskWatch cards also help to reinforce the key messages with questions designed to allow the children to move forwards or backwards through the game depending upon their knowledge and test their families and friends.

- 2.6 First delivery of the activity books are being sent out to every wholetime and retained station, as an initial introduction to the new resource. Further stock will be delivered upon completion of a request form with the reasons for use given and numbers required.
- 2.7 Children will be evaluated on the resource from a sample of city and county schools. The evaluation of this resource will provide information about the messages children have learned from the activity book and the way it has been used as part of the RiskWatch visit and in the child's home.

#### **NEW DVD – “Could You Live With It?”**

- 2.8 Working with West Midlands Fire and Rescue Service Education team in a partnership, NFRS has developed a new resource for 11 to 14 year olds. ‘Could you live with it?’ – a DVD which uses real life stories to highlight the devastating consequences of fire setting and antisocial behaviour.
- 2.9 This is an educational tool designed to encourage the audience to change their attitudes and behaviours towards fire setting and arson.
- 2.10 The DVD contains five short films that can be used as individual modules or run a full presentation, making the resource very flexible for use within schools, with young fire setters, or with young people outside of the school environment. The DVD also contains presentation notes to support its delivery.
- 2.11 A number of people from the Birmingham Hospitals Burns Unit including the staff, patients and families, assisted in the making of the films alongside both Fire and Rescue Services, the Ambulance Service and Jeremy Kyle.
- 2.12 The Service has included a set of evaluation forms for users across the country to complete and return to NFRS to provide information for a national evaluation of the use of the resource.
- 2.13 The resource will be available for other Fire and Rescue Services and organisations working with young people from 4 November 2008.

### **3. FINANCIAL IMPLICATIONS**

Financial implications are contained within the existing budget allocated to the programme.

### **4. HUMAN RESOURCES AND LEARNING AND DEVELOPMENT IMPLICATIONS**

Guidance on the use of the resource will be given to personnel who deliver the RiskWatch education programme.

## **5. EQUALITY IMPACT ASSESSMENT**

The initial equality impact assessment is attached at Appendix A.

## **6. CRIME AND DISORDER IMPLICATIONS**

Under Section 17 of the Crime and Disorder Act the Service is a statutory partner. It is expected that the Service works in partnership to reduce the number of incidents associated with deliberate fire setting and other antisocial behaviour.

## **7. LEGAL IMPLICATIONS**

There are no legal implications arising from this report.

## **8. RISK MANAGEMENT IMPLICATIONS**

RiskWatch provides the Service with a focused approach to specific groups, and agendas community safety within the curriculum. By continual investment and further development of the programme the Service can maximise opportunities for delivering the "Every Child Matters" framework to help children stay safe, and working towards the specific aims of "The Fire and Rescue Service Strategy for Children and Young People".

## **9. RECOMMENDATIONS**

That Members note the contents of this report, and continue to endorse and support the development and improvement of education resources.

## **10. BACKGROUND PAPERS FOR INSPECTION (OTHER THAN PUBLISHED DOCUMENTS)**

None.

Frank Swann  
**CHIEF FIRE OFFICER**

## INITIAL EQUALITY IMPACT ASSESSMENT

<b>Section</b>	<b>Manager</b>	<b>Date of Assessment</b>	<b>New or Existing</b>
<b>Prevention: Community Safety</b>	<b>ACFO Buckley</b>	<b>11.09.08</b>	<b>N/A</b>
<b>Name of Report to be assessed</b>		<b>RiskWatch Resources Update</b>	
1. Briefly describe the aims, objectives and purpose of the report.	To inform the organisation of resource developments for the RiskWatch education programme. To further inform Members of the Community Safety Committee as regards to these developments		
2. Who is intended to benefit from this report and what are the outcomes?	NFRS employees are the beneficiaries and the outcome will be an understanding of the associated resources within the programme.		
3. Who are the main stakeholders in relation to the report?	The stakeholders are those who deliver and receive the programme The Community, the Service and the Fire and Rescue Authority.		
4. Who implements and who is responsible for the report?	Head of CS; ACFO Risk Reduction		

5. Please identify the differential impact in the terms of the six strands below. Please tick yes if you have identified any differential impacts. Please state evidence of negative or positive impacts below.

<i>STRAND</i>	<b>Y</b>	<b>N</b>	<i>NEGATIVE IMPACT</i>	<i>POSITIVE IMPACT</i>
Race		<b>X</b>		
Gender		<b>X</b>		
Disability		<b>X</b>		
Religion or Belief		<b>X</b>		
Sexuality		<b>X</b>		
Age		<b>X</b>		

6. Can this adverse impact be justified on the grounds of promoting equality of opportunity for one group?	<b>Y</b>	<b>N</b>	7. Should the policy/service proceed to a full impact assessment?	<b>Y</b>	<b>N</b>
					<b>X</b>

**I am satisfied that this policy has been successfully impact assessed. I understand the impact assessment of this policy is a statutory obligation and that, as owners of this policy, we take responsibility for the completion and quality of this process.**

Signed (completing person).....ACFO Buckley.....

Date ...11.9.08.....