Governor Report

Warning Zone Visit

Thursday, 15th November 2018
Warning Zone Lifeskills Centre, Leicester

Purpose of Visit	To promote an understanding of risk, safety, and responsibility, including e-safety, to prepare class four pupils for independence
Links with School Improvement	Developing pupil responsibility Develop a culture of lifelong learning for all pupils Focusing on and extending pupils 'habits for lifelong learning'
Overview:	

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- **This was a whole day visit, with class four (years five and six) pupils, to a specialist interactive learning centre in Leicester.**

- **The sessions were run largely by volunteers, and encompassed risk, safety, and responsibility scenarios in the real world (morning session), and internet/E-safety (afternoon session)**

After collecting pupils from St John Moore School, the bus left Newton Burgoland at around 8.30am for the hour journey. The pupils demonstrated good behaviour on the bus, sat well, and kept noise to a respective level.

Upon arrival, we were greeted and introduced to the day's events, and the pupils were questioned as to what they thought the day would be about. There were lots of hands raised by the children, and eagerness to offer suggestions. A film was shown, which suggested some irresponsible behaviour, and risk-taking situations. The children were also introduced to the idea of a 'risk meter', when determining safety levels in different scenarios.

Morning session – risk, safety, and responsibility

The class was divided into smaller groups and directed to guides who would then escort them around the 'scenarios'. These scenarios included the following -

Home

Various risk situations were demonstrated, for example, a cigarette left lit next to curtains and a window, and a saucepan left unattended. The children went into a bedroom, when a fire alarm went off, and they were asked what they should do. they were encouraged to shout loudly for help, touch the back of a door to see if warm, think of possible escape, etc. The children were enthused by this, engaged, and all joined in with the role play. They were then encouraged to crawl out of the room (in case of smoke) to the next scenario.

Electricity sub-station

The guide talked about how electricity reaches our homes, and possible risk factors. Also how electricity can travel up to four metres, to be aware of when flying kites etc. A pupil was

encouraged to rescue a frisbee from inside the substation, at which point the other children tried to stop this action. They all received a surprise when the station flashed and buzzed, and the guide explained what they should do should a scenario like this happen to them.

Building site

Risk area included drains, scaffolding, rolling pipes, and corrosive signs.

Beach

The group discussed the importance of learning to swim, and what the flags on beaches meant. The guide suggested what they should do if ever caught in a current, and to always be aware of warning boards. Other risks were inland waterways and quarries, and the children were asked to put their hands on two metal plates, the lower of which was colder than the top, to demonstrate how water gets very cold deeper down.

Playground

Risks include the chance of arson, and the guide explained to the group how to call 999. They engaged in a role play, following on from the film watched earlier, where peer pressure was used to persuade one of the pupils to set fire to a bin. The consequences of this were then discussed, and the pupils were again respective and forthcoming with their suggestions.

Making choices

A choice was given to the pupils, whereby if they were running late to get home, they could take a short cut down a dark alleyway, or go the 'correct' longer route along a lit road. They were reluctant to go down the alley, and when encouraged to do so felt uncomfortable, and understood the importance of 'learning that lesson' in a safe environment. Knife crime was also discussed at depth.

Afternoon session – e-safety

After lunch, the pupils were given 'clickerpads' for voting when answering interactive questions designed to make them consider what is reality, and what can be fabricated. A CEOP video was shown about a girl setting herself up on social media, and at the outset, one of the pupils said that it sounded like 'grooming'. Three points were suggested when using social media:

-Using privacy settings (at the highest level) when using social media
-using the 'report abuse' button when needed
-making sure that anyone not known is blocked.

The children were then taken through to play various fairground style games, which had underlying messages regarding staying safe online. These were run by local students, who presented the information in an age appropriate way.These included -

'World Wide Wheel' - the children span a wheel, and opened whichever door this landed on. For example, behind one door was 'spam'. The guide discussed what was meant by this, including the importance of vigilance when watching 'live streams'.

'Throw some insults' - included cyberbullying, and what is meant by a digital footprint. Being aware that whatever is said online can be there forever, etc.

Photographing – how photos can be edited (an example was used of the Queen wearing a football top), and again, a digital footprint can then remain forever.

Horrible Histories video – a humorous video, demonstrating the importance of not opening email attachments where the sender is not recognised, attachments, etc. Avoiding downloading unofficial software, and closing pop-ups. Also, even if privacy setting are set to high, remembering that someone else might not be, and so caution is needed when posting online. Also discussed inappropriate photographs, that could be screenshot by someone else and again remain and shared forever.

'Grooming guess who' - the children played the usual game, before playing against the guide. When they thought they knew who the guides character was, they were surprised when it turned out to be an older man, rather than the younger girl they were expecting. The guide explained that online, anyone can pretend to be anyone. She had also asked the children for general personal information whilst playing the game, and their responses had been given without them even really realising, and so they were surprised just how much she knew at the end of the game.

The afternoon session ended with an 'Who Wants to be a Millionaire' style game, again using clickerpads, to reiterate the childrens understanding of the issues discussed.

What was learnt?

Discussions with the pupils suggested that they had greatly enjoyed all of the sessions, which were in the whole hands on and interactive. Comments made included 'I didn't know what a digital footprint was' and 'I didn't know you could get arrested when you are ten'. It seems that a lot of the details covered were know by the pupils in theory, but the day reiterated and reinforced the points, and the children suggested that the role play scenarios really helped with this. In particular, the group I shadowed saw the benefit of role playing the peer pressure scenario, seeing this as a big influence upon them in the future. In addition, the pupils discouraged each other from 'doing the wrong thing' during scenarios, rather than just standing by, and they felt that they would then take this into the 'real world'.

When asked what they enjoyed the most, most pupils I spoke to said that they enjoyed the car. It seems that the scenario that had the most impact upon those I spoke to was the dark alleyway, and it was clear that this was a choice they would not make in the future.

The class teacher, Mr Kedwards, also said that the school are hoping to have a 'report abuse' button accessible within the school's own website.

The pupils were enthusiastic about the day, both before, during, and then afterwards, talking about what they had learned. behaviour throughout was respectful and engaged, with confidence being demonstrated through answering questions, raising hands, and making suggestions.

Tracey Spencer

Parent Governor

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