

REPORT REFERENCE NO.	CSC/22/8
MEETING	COMMUNITY SAFETY COMMITTEE
DATE OF MEETING	27 APRIL 2022
SUBJECT OF REPORT	PREVENTION - CHILDREN AND YOUNG PEOPLE
LEAD OFFICER	DIRECTOR OF SERVICE DELIVERY
RECOMMENDATIONS	<i>That the report be noted.</i>
EXECUTIVE SUMMARY	<p>This paper is to inform members of the Community Safety Committee of the Service's core engagement with Children and Young People. Current engagement activities are focused in the following areas:</p> <ul style="list-style-type: none"> • Education in Schools to promote Fire and Road Safety. • Fire Cadet and academy programmes • Out of the Blue Courses • Fire-Setter intervention programme <p>This delivery will be reviewed during 2022 to ensure alignment with the Community Risk Management Plan (CRPM) and Service delivery plan 2021-2023.</p>
RESOURCE IMPLICATIONS	Business as usual. No resource request
EQUALITY RISKS AND BENEFITS ANALYSIS	Complete
APPENDICES	None
BACKGROUND PAPERS	None

1. INTRODUCTION

- 1.1. The Service engages with children and young people as an early intervention to promote safe behaviours within the community, particularly regarding fire safety and road safety. The Service also works with partners to promote water safety and encourage children and young people to be good citizens within the community. The intervention with young people also provides access to families, to encourage fire prevention and the use of smoke detection within the home.
- 1.2. Service core activities focus on education in schools, fire cadets and fire academies along with a fire-setters intervention programme and road safety events.

2. EDUCATION AND ENGAGEMENT IN SCHOOLS

- 2.1. There are over 800 schools within the Devon and Somerset area, serving 245,000 children and young people aged between 5 and 16 years old. The Service's engagement with education providers plays an integral role in helping keep communities safe and reducing risk.
- 2.2. Effective prevention education goes beyond the school gates into the homes the children live in, and the life-saving lessons learnt can last a lifetime. Through Service education programmes, children and young people acquire important "life skills". They are encouraged to discuss what they have learnt with family, relatives and friends, thus acting as an important channel for sharing safety and prevention messages and promoting safer behaviour within the wider community.
- 2.3. Service education programmes have been developed using best practice from the National Fire Chief Council's programme 'Stay-Wise'. The programmes have been formulated using research papers and publications written by experienced fire safety and early intervention practitioners, as well as using the professional knowledge and expertise of the Service's education team.
- 2.4. Delivery of the programmes is by a trained team of staff drawn from other work streams within the Prevention department, and across the Service including former and serving operational staff, home fire safety technicians, fire-setter advisers, road safety advocates, cadet instructors and community safety advocates. Their informed knowledge base and experiential skillset alongside their awareness of the needs and risks within their local community, ensures Service safety and prevention messages are delivered with increasing effectiveness and efficiency.
- 2.5. The only exception to this is in Torbay and Plymouth; in these areas Service operational crews deliver the prevention education programme to year 2 and year 5 pupils. However, this is currently under review with the intention of providing a consistent approach.

- 2.6. Quality assurance and evaluation systems ensure provision and delivery are consistent, appropriate, inclusive, and engaging. Feedback is used to inform and develop future provision and highlight where updates are needed with regards to the method and practice of delivery as well as keeping abreast of trends in local risk and need.

3. SAFEGUARDING AND EDUCATION ENGAGEMENT ACTIVITIES:

- 3.1. In engaging with the school community, compliance with the Service Safeguarding Policy is imperative to safeguard and mitigate risk to individuals, members of the community and the reputation of our Service. The Service commitment to safeguarding is strengthened further with due diligence shown to Working Together to Keep Children Safe and Keeping Children Safe in Education statutory guidance documents.
- 3.2. Using advocates to deliver to the Service primary programme costs approximately £40,000 a year.
- 3.3. During the pandemic, the Service reduced this cost by offering an on-line delivery model. The Service will research a hybrid model for the future where physical visits to schools will be targeted at high-risk schools. Low and medium-risk schools will be offered an on-line alternative.
- 3.4. The aims of the Education and School Engagement Programmes are to:
- deliver clear, consistent and explicit messages regarding safety and prevention, to children and young people;
 - enable children and young people to recognise and identify risk in everyday situations;
 - help them make informed choices when it comes to safe behaviour at home and in the wider community;
 - show children and young people that by making the right choices they can reduce risk and prevent harm, injury damage and potential fatalities;
 - equip children and young people with an understanding and the skills of how to be proactive in keeping themselves (and others) safe and reducing risk; and
 - encourage children and young people to share what they learn thus fostering wider community engagement and cohesion with regards to safety and prevention.

4. PRIMARY SCHOOLS – FIRE SAFETY AND PREVENTION EDUCATION

- 4.1. The Service aims to visit all the state primary schools in its area, delivering fire safety and prevention education programme to year 2 and year 5 pupils. Each of the key stage packages link to the National Curriculum Programmes of study as follows:

Key Stage 1 – year 2:

- identify hazards and risks in familiar settings;

- understand how simple risks can be reduced or prevented;
- understand the dangers of smoke and importance of smoke alarms;
- know what to do and who to contact in an emergency;
- recognise the risks involved when you “play” with fire (matches and lighters); and
- identify the feelings that you have if a situation feels unsafe and know who to tell.

Key Stage 2 – year 5

- understand the role of the fire service in protecting people and keeping them safe;
- recognise what you can do to reduce risk and prevent a fire starting, around the home and outside;
- recognise when and when not to call the emergency services;
- understand how quickly fires can get out of control and the risks involved;
- understand that our actions and behaviour can affect others; and
- understand what to do if a situation makes you feel unsafe.

5. NURSERIES, PRE-SCHOOLS, AND RECEPTION CLASSES

5.1. To reduce the multitude of requests to support delivery to nursery, pre-school or reception classes, the online resource “[People who help us – the Fire Service](#)” is available. Use of this resource allows for consistency of provision across the Service area and means a fire engine and crew do not have to attend physically. This mitigates and health, safety and safeguarding risks. The online content focuses on:

- what firefighters do to help – the roles of the fire service;
- how firefighters help – the kit, equipment, vehicles; and
- how you can help our firefighters – simple fire safety and prevention advice.

6. SPECIAL SCHOOLS AND ALTERNATIVE EDUCATION PROVIDERS

6.1. The education provision for children and young people who attend special schools and alternative education establishments within our Service area is bespoke and targeted. Pre-planning and collaboration with, operational crews and external agencies is fundamental to the success of this engagement activity and the education team staff have specialist knowledge and expertise to deliver to the content of these packages.

7. ARSON INTERVENTION AND RISK REDUCTION PROGRAMMES

7.1. Where there is evidence of arson or a particular risk, a targeted intervention is arranged.

- 7.2. These interventions are based on local risk and incident data. Visits are coordinated with support from other Community Safety Teams and our operational crews and/or local Police.
- 7.3. The programme is designed to:
- raise awareness and develop an understanding of the dangers and risks of fire;
 - identify reasons why young people may engage in certain behaviour and take risks involving fire;
 - identify and develop strategies to keep themselves and others, safe and in control; and
 - recognise the wider impact that choices of behaviour can have on themselves and others.

8. FIRE CADETS AND ACADEMIES

Fire Cadets

- 8.1. The Service operates 4 Fire Cadet Units across the counties of Devon and Somerset. The sessions are 2 hrs per week, in term time only. The National Fire Chiefs Council (NFCC) Fire Cadet programmes are station-based uniformed youth groups for young people in Key Stages 3 and 4, 13-17 years of age. There are currently units at, Bovey Tracey, Plymouth, Tiverton and Wincanton.
- 8.2. The objectives are to:
- Promote fire cadets as a nationally recognised and inclusive uniformed youth organisation;
 - Promote and develop the national brand of fire cadets;
 - Explore and develop a sustainable funding strategy;
 - Provide a fire cadets national syllabus with associated learning materials to all fire and rescue Services;
 - Provide quality volunteering opportunities for adults;
 - Provide fire and rescue services with recourse to train instructors and volunteers;
 - Ensure young people have opportunities to contribute to the ongoing development of fire cadets;
 - Create opportunities for fire cadets, instructors, and volunteers to participate in national and international events and activities;
 - Provide progression opportunities for fire cadets, instructors, and volunteers;
 - instil Fire Cadet Values, in addition to Service Values:
 - Be Inclusive
 - Be Fair

- Be Respectful
- Be Honest
- Be Trustworthy
- Have Integrity

- 8.3. The Fire Cadet Vision is to be nationally recognised inclusive and progressive uniformed youth organisation delivery through Fire and Rescue Services, which inspires and empowers young people to be the best they can be.
- 8.4. The Fire Cadets mission is to provide fun and challenging inclusive opportunities for young people to reach their potential contribute to safer, stronger and healthier communities.
- 8.5. The overarching principles for the Fire Cadets initiative are:
- An agreed vision, mission aims and objectives;
 - A national brand and uniform;
 - A core target age 13-17 years of age;
 - An inclusive and diverse membership;
 - A programme duration minimum one academic year;
 - A commitment to delivery with the national framework; and
 - A contribution to safer strong community's through social action.
- 8.6. In terms of outcomes, it is not compulsory for fire cadets to participate in the BTEC qualification. For some, it is an achievement just to be part of the programme. Social actions, practical assessments and theory all form part of the Fire Cadet programme and culminate in the opportunity to attain:

Level 1	Pearson Education	Pearson BTEC Level 1 Award in Teamwork and Personal Skills for Uniformed Youth Organisations
Level 2	Pearson Education	Pearson BTEC Level 2 Certificate in Fire and Rescue Services in the Community
Level 2	Pearson Education	Pearson BTEC Level 2 Diploma in Teamwork and Personal Development in the Community

999 Academy

- 8.7. The Service supports 999 Academy Programmes at two locations:
- Devon – Petroc College Barnstaple; and
 - Somerset – Bridgwater and Taunton College, Bridgwater Campus.
- 8.8. The Academy Mission Statement is to be the leading joint service academy inspiring young people to become valued and respected members of the community.

- 8.9. Academy values are to provide knowledge and skills for individuals by raising aspirations and promoting a positive image, using the following core values:
- Respect
 - Inclusion
 - Education
 - Safety
 - Community
- 8.10. The 999 Academy programme has a challenging and exciting syllabus that incorporates learning elements from all the emergency services. In addition to theory-based classroom sessions, students put some of their theory into practice throughout the course. A final presentation is delivered by the students to their significant adults, local dignitaries, and senior emergency service representatives, culminating in a practical scenario demonstration incorporating many aspects of what they have learnt.
- 8.11. Curriculum subjects which may be delivered on a 999 Academy course include:
- Police subjects***
- Police Powers
 - Operations Policing
 - Modern Slavery
 - Missing Persons
 - Misuse of Drugs
 - Roads Policing
 - Homicide Investigation
 - Hostage Negotiation
 - Knife talk
- Ambulance Service subjects***
- Emergency Aid & Basic Life Support
 - Ambulance Service Overview
 - Paramedic Interventions
 - Drugs & Medication
 - Volunteering
 - Mental Health First Aid
 - Conflict Resolution
- Fire & Rescue subjects:***
- Fire Station Visit
 - Hydraulic Platform and Rope Rescue Session
 - Breathing Apparatus Procedures Session
 - Business Fire Safety Session
 - Hazardous Materials (HazMat) Session
 - Pumps and Hose Running Session
- College subjects:***
- Health & Fitness
 - CV Building & Job Application Process
 - Personal Banking

Job Interview Techniques
PREVENT
Internet Safeguarding

Joint service subjects:

Equality & Diversity for the Public Services
Missing Persons Theory and Practical
Map reading & Navigation
Search & Rescue Dogs (SARDA)
Communications
Road Casualty Reduction
Joint Emergency Services Interoperability Principles (JESIP)

9. OUT OF THE BLUE PROGRAMME

9.1. The Out of the Blue programme operates in Bideford and Ilfracombe. It is a ten-week Programme with referrals from space youth services, aimed at secondary school children who would benefit from improved self-esteem and confidence that are not already involved in other provisions.

9.2. The course content includes:

- Introduction evening for cadets and parents/carers;
- Devon youth services lead session. Icebreakers, team building, effective communication exercises, reinforced learning;
- First aid session with team building games and challenges;
- RNLI session. Onsite with Staff and boats;
- Fire Service first aid session including secondary care instruction;
- Environment Agency (EA) and Fire Service 'Sandbags and hoses'. EA presentation and activity around flood prevention, communication exercises with the fire service;
- Fire service search and rescue in buildings and first aid in the real world;
- Police session with a Police Dog handler;
- Police crime scene investigators; and
- Fire Service team challenge and award ceremony with local dignitaries.

9.3. Out of the Blue Bideford candidates are signposted on the back of an existing partnership between Space Youth Services and two local schools. This ensures that the programme is accessible to young people in the surrounding community and gives them a chance to engage with emergency services, even though they may not want to attend full time education.

9.4. Barnstaple Academy recruits from its community. Students do not have to be enlisted on a course at the Academy to apply. This ensures that the programme is accessible to young people in the surrounding community and gives them a chance to engage with emergency services, even though they may not want to attend full time education.

10. FIRE SETTER INTERVENTION PROGRAMME

- 10.1. The Service provides a fire-setter intervention programme that supports and guides children and their families when a young person begins to display a potentially dangerous fascination with fire.
- 10.2. The aim of the programme is to help children and young people understand and control the feelings and circumstances that leads them to set fires. The team provides education around the risks and consequences of fire setting, supports the young person and their family in fire safety knowledge and keeping safe at home.
- 10.3. The Service has a network of 18 trained advisors on casual contracts who are called upon when needed. The advisors receive a comprehensive week's training from an external training provider. The course is an accredited training course, exploring area such as behaviour change and helping young people develop problem solving skills.
- 10.4. The advisors work with the children and their families in teams of two, helping address fire setting through an agreed set of sessions either carried out at home or within the school setting. The advisors also work with parents, carers, teachers, and other agencies involved to help provide a sensitive and structured approach to each individual case.
- 10.5. The number of referrals to the Service each year fluctuates but is in the region of 70-100 cases.
- 10.6. Referrals are generated from several different sources, for example, operational fire crews following an incident, schools, social workers, doctors, foster families, children and adolescent mental health service, care homes, police and youth offending teams. Parents and carers are also able to make referrals.
- 10.7. The Service works with partner agencies including social services, often due to the complexity of the referrals. Children can be from vulnerable backgrounds, often already known to other agencies or requiring specialist support. For example, many children are referred via care homes, and have been living in and out of care. The complexities surrounding these young peoples' backgrounds often require engagement with the care home.
- 10.8. Due to the complex nature of some of the referrals received, safeguarding issues can arise where a young person may disclose sensitive information of safeguarding nature. The safeguarding team ensures that the fire-setter advisors have comprehensive safeguarding training. The advisors will also receive training on national and regional issues, for example child exploitation and county lines.
- 10.9. Upon receiving referrals, the team will also ensure that a home fire safety visit is arranged and advice given to parents/guardians or carers.

- 10.10. The safeguarding team coordinate the fire-setter programme and work collaboratively with the Service education team to work with groups of young people who have been involved in fire-setting.
- 10.11. While early recognition of fire-setting behaviours can help prevent the problem escalating and progressing into adulthood, further evaluation needs to be completed to fully understand the success of the programme.

11. CONCLUSION

- 11.1. The Service recognises the valuable contribution that can be made by engaging with children and young people in keeping our communities safe. The current intervention programmes aims to provide young people in Devon and Somerset with fire prevention and road safety skills that will last a lifetime.
- 11.2. The current cadet and academy programmes, along with bespoke interventions through the out of the blue programme, will be reviewed in 2022-23 to ensure the Service is are providing a consistent service that fits with the Community Risk Management Plan. We will also consider the Serious Violence Duty that is currently in draft guidance to ensure we can contribute as a fire and rescue service to the duty and work with partners where possible to reduce risk in our communities.

ACFO PETE BOND
Director of Service Delivery