



I.M.P.S.

Learning to be safe





“ I.M.P.S. brings together professionals from education, healthcare and the community to help equip children with the knowledge and skills they need to actively and safely engage in everyday life. I.M.P.S. has been part of our Trust for more than 15 years and has made significant inroads in changing people’s attitude towards accidents and injuries.

We are proud to support this really important initiative and value the contribution it makes to reducing the number of children who need to be cared for in our hospitals with preventable injury. ”

DAME FIONA CALDICOTT – CHAIRMAN, OXFORD RADCLIFFE HOSPITALS NHS TRUST

I.M.P.S. is a success story.



Dear Reader

I am delighted to introduce this report illustrating the considerable success of I.M.P.S. – the *Injury Minimization Programme for Schools*.

I.M.P.S. began in 1993 when colleagues from Community Child Health and the Accident and Emergency Department at the John Radcliffe Hospital met to address the problem of childhood injury.

Fifteen years later we have the satisfaction of knowing that 50,000 Oxfordshire children have been trained in accident prevention and over a quarter of a million nationally. I think all those involved in I.M.P.S. can be justifiably proud.

The major interventions in reducing accidents in adults are around environmental change (road and car design) and legislation (alcohol, seat belts and crash helmets). Most injuries contain an element of risk-taking and this is particularly true in children and young adults where unintentional injury remains the single largest cause of death and disability.

But growing up is all about taking risks and experimenting with the environment and society. Indeed, that is what defines adolescence. The vision of the I.M.P.S. programme feeds on that desire, adventure and experience, to promote children and young people to be active yet with the lowest level of risk and to arm them with the skills and practical knowledge to be able to respond in the event that an injury to themselves or others occurs.

We recognised from the outset that to be credible and effective, the programme had to be delivered by professional educators (teachers in the schools) combined with first aid training and health experience using specifically trained hospital staff.

Bedding I.M.P.S. into the National Curriculum key stage attainments, and compliance with guidance, such as that from the European Resuscitation Council and the National Institute for Health and Clinical Excellence, and the Health and Wellbeing of government agendas, has been critical to its success.

We have particularly focused the programme on those children who are at the transition from primary to secondary school – a time when the unintentional injury rate climbs significantly. We have also particularly directed the programme to those children at greatest risk.

This report demonstrates just how effective a partnership between education, health and the Local Authority can be in empowering young people to take personal responsibility for managing their own risk and giving them lifelong skills to cope with emergency events.

Please read this report and let us know how we can further inform you, or work with you through the I.M.P.S. team

Keith Willett

NATIONAL CLINICAL DIRECTOR FOR TRAUMA CARE AND CHAIRMAN OF I.M.P.S.



Learning to be safe

I.M.P.S. empowers young people to take personal responsibility for assessing and managing their own risk and equips them with the skills to cope in an emergency.

We believe children and young people should be given the opportunity to take personal responsibility for their own safety and that learning emergency life skills strengthens their confidence and self-esteem.

School and home life can shape a young person's future and it is important they make healthy choices. Choices for life involve taking risks and we believe that children should understand how to make risks safer by being aware of the consequences of their actions.

I.M.P.S. gives children this choice with a three part injury prevention education programme for 10 and 11 year olds.

1. Curricular-linked work to identify, assess and manage risks within their day to day experiences
2. Learning emergency life skills within a hospital environment
3. Curricular-linked follow up work at school

Children need to understand the real risks to their safety and be equipped with the skills to manage these risks

“ I am very pleased to support this excellent Injury Minimization Programme. Childhood accident prevention is so important and it is critical that the statutory authorities in local government, the NHS and other agencies work together with the voluntary sector to make the most of opportunities to take this agenda forward.

I.M.P.S. is an example of the type of project that the Department of Health would like to see taken forward into the future. ”

DR SHEILA SHRIBMAN – NATIONAL CLINICAL DIRECTOR FOR CHILDREN, YOUNG PEOPLE AND MATERNITY SERVICES, DEPARTMENT OF HEALTH

Measuring effectiveness

We evaluate young people's skills and knowledge with our online quiz. Pre- and post-intervention results show a consistent improvement in the overall average score of correct answers by each student.

... and the results are in!

Average score before participating in I.M.P.S.

65%

Average score after participating in I.M.P.S.

84%



We also offer other injury prevention programmes for those most at risk (page 9)

Confidence and self-esteem

I.M.P.S. teaches emergency skills within a hospital environment. Learning basic life support, the recovery position and first aid equips children with skills their parents and carers often do not possess.



Experiential learning within the emergency department increases confidence and reduces fear



Showing the effect a healthy lifestyle has on the body



Learning to deal with the consequences of taking drugs and alcohol



Learning to take personal responsibility for their own safety



Learning skills for real life situations



Giving the children confidence to use emergency life skills

Growth and success

Following its conception in 1993, **I.M.P.S.** has continued to grow and now delivers safety education to over 5000 children a year. Evidence of its success can be seen by the number of schools continuing to take part each year and the number of children and adults who have used their skills.

1995 Annual number of
Oxfordshire I.M.P.S. pupils = 1200

I found my nanny on her chair. I decided to use my knowledge that I learnt on our I.M.P.S. trip and carried out the DRSABC. I realised she was unconscious but still breathing. I immediately went and phoned for an ambulance. I told them that I needed an ambulance, my nanny was lying on a chair unconscious but breathing and my grandad couldn't help because he couldn't walk.

Last week I had to use what I had been taught. My mum fell down the stairs and had an epileptic fit. I had to put her in the recovery position after I had checked she was breathing. I phoned for an ambulance.



Learning skills - reducing injuries

My baby brother is three years old. He was in the bath and started to choke on something then he stopped breathing. I patted his back where you told us to and then a bar of soap came out. If I hadn't been on an I.M.P.S. course I wouldn't have known what to do.



I was the first to arrive at a traffic accident. Although very scared and nervous, I put into action all you had taught me about CPR.

I remembered what I was taught on the I.M.P.S. visit and put my mummy into the recovery position.



77% of Oxfordshire's primary schools are enrolled in I.M.P.S.

I used my I.M.P.S. skills last year about 2 weeks after our class visit. I was shopping with the family and waiting at the tills to pay when a girl was choking on a piece of apple. Her mum was slapping her but not very hard and not getting her to bend over. She was calling for help and no one else seemed to make a move, so I remembered what we had seen at I.M.P.S.

I put her over my knee and gave a good slap and out popped the apple.'

The boys were playing in a school field and one boy tripped and cut his knee very badly. They remembered their I.M.P.S. training - they kept him calm and one boy wrapped his jumper around to stem the bleeding.

'Danielle's father was recently taken ill at home and was fitting. Danielle rushed upstairs, got her I.M.P.S. notes and calmly put her father in the recovery position. Danielle had attended I.M.P.S. three years ago.'

59,000 = Total number
of children taught since 1995

Oxfordshire's safety partnership

I.M.P.S. is contributing to an integrated and varied child safety partnership. Each partner builds on the child's knowledge allowing for reinforcement and growth.

Together the agencies provide a programme of safety education which when combined equips the children of Oxfordshire with the confidence to take responsibility for their own safety and actively contribute to their community.



I.M.P.S. – Providing children with the skills and confidence to take responsibility for managing their own risk.



Junior Citizen – Teaching children how to keep safe in everyday life. Making decisions and learning from their mistakes with real life situations.



OCC Cycle Training – Helping children to develop the skills needed to cope with moving traffic and to become aware of other road users.



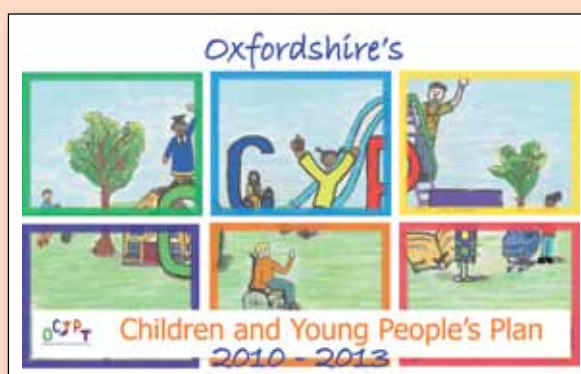
St John Young First Aider – Giving students grounding in managing an emergency and the most commonly needed first aid skills..

100% of children in Oxfordshire's state schools are offered safety training before they leave primary school.

“ I.M.P.S. offers a service that truly benefits society in the long term. By working in partnership and sharing best practice with a wide range of organizations who share their aims, I.M.P.S. not only teaches but enables children to develop skills to make safe decisions. By doing this, I.M.P.S. reaches into the heart of communities, spreading knowledge and skills that will stay with children for a lifetime. After all, the children of today become the adults of tomorrow! ”

CLLR. MRS. JUDITH HEATHCOAT, CABINET MEMBER AT OXFORDSHIRE COUNTY COUNCIL FOR SAFER AND STRONGER COMMUNITIES

Working together to achieve:



Objectives:

- ▶ for children and young people to grow up in a safe, healthy and supportive environment
- ▶ to reduce avoidable hospital admissions by increasing safety in the home and on the roads
- ▶ equip young people with skills and practical support

We believe that every child has the right to know how to keep themselves safe and to have the knowledge to deal with an injury if it occurs.



'I think every school should have an **Automated external defibrillator (AED)** and everyone should know how to use one'

'I am usually quite accident prone but from now on I will **take more care**'

'This little boy came in with his grandad. After his recent visit to I.M.P.S., he was able to tell his grandad all about the visit and he knew exactly what was going to happen to him. He said that he wasn't at all worried about coming to A&E'
(A & E Nurse)



'Now I feel more **confident** about being safe'

'I have learnt so much about how to **take care of myself** and others and how to treat them. I'm sure now that I can save a life I'm that confident'

'As a class we are trying to get the whole school to **wear a cycle helmet** so thanks for inspiring us'

'It's good to know that if something happened then I could do something. I am **really pleased** with what I have learnt'

'Living in a home where there is only one adult I feel it is important I know all the things **I was taught** in case an accident should occur'

Deprivation: closing the gap

I.M.P.S. responds where there is the greatest need in Oxfordshire.

In these areas, I.M.P.S. works with every primary school and children's centre.

Children from the poorest UK families are 13 times more likely to die in accidents. They are also more likely to be admitted to hospital with accidental injuries

CAPT

Despite the overall affluence of Oxfordshire, there are several areas of serious deprivation, particularly in Oxford city and Banbury

OXFORDSHIRE YOUNG PEOPLE'S PLAN

There are nine urban areas across Oxfordshire which are in the worst 10% of areas in the UK for child poverty

OXFORDSHIRE YOUNG PEOPLE'S PLAN



TOM HUGHES

Emergency Department Consultant, said:

“With more than 13,000 school age children attending Oxfordshire’s Emergency department as patients in 2009/10, there is no doubt that teaching them how to recognise potentially dangerous situations to prevent injuries is very important. I.M.P.S. gives children these tools as well as those needed to make informed decisions about how to react in an emergency situation. I have seen first hand how the I.M.P.S. training can help children make the right choices.”

“The children very much enjoyed their visit to I.M.P.S. and it really made them more aware of their own responsibility to take care of themselves and reduce their chances of an accident. Since our visit they have also done a risk assessment of our school grounds and shared their new found knowledge with the rest of the school.”

DEPUTY HEAD TEACHER



No young person is excluded from taking part in I.M.P.S.

To begin closing the gap in child injury risk we have targeted the areas most in need with a variety of outreach programmes that extend the services we provide with our core I.M.P.S. programme.

I.M.P.S. Plus – High Risk Takers





Includes six very practical lessons on risk taking and emergency life skills.

Children’s Centres – Young Mums

Working with teenage mums teaching them how to avoid injury risks to their children within their everyday lives and how to deal with any injury when it occurs.

E.L.F.S. – Foundation Stage




Learning how to begin to take responsibility for their own injury prevention.

-  Who helps to keep us safe?
-  How to dial 999
-  What to do if you get lost
-  How to prevent injuries such as burns, falls and cuts

The Citizenship Safety Project – Peer Education

A project providing young people with an opportunity to learn new skills whilst making a positive contribution to their community. Young people prepare a lesson on injury prevention to teach to children in the first years at school. It promotes self-esteem and personal responsibility.

Special Needs Programme – Inclusive Learning

-  We have adapted the I.M.P.S. programme to allow every child to develop their skills and confidence in injury prevention and risk management.
-  Our special needs resource book is used in school and followed up by a custom made visit to the hospital where each programme is adapted to the needs of the individual school.
-  13 of Oxfordshire’s special needs schools take part in I.M.P.S..



Reduce injury, reduce cost

There are **6 million visits to A & E departments** in the UK each year as a result of unintentional injuries.

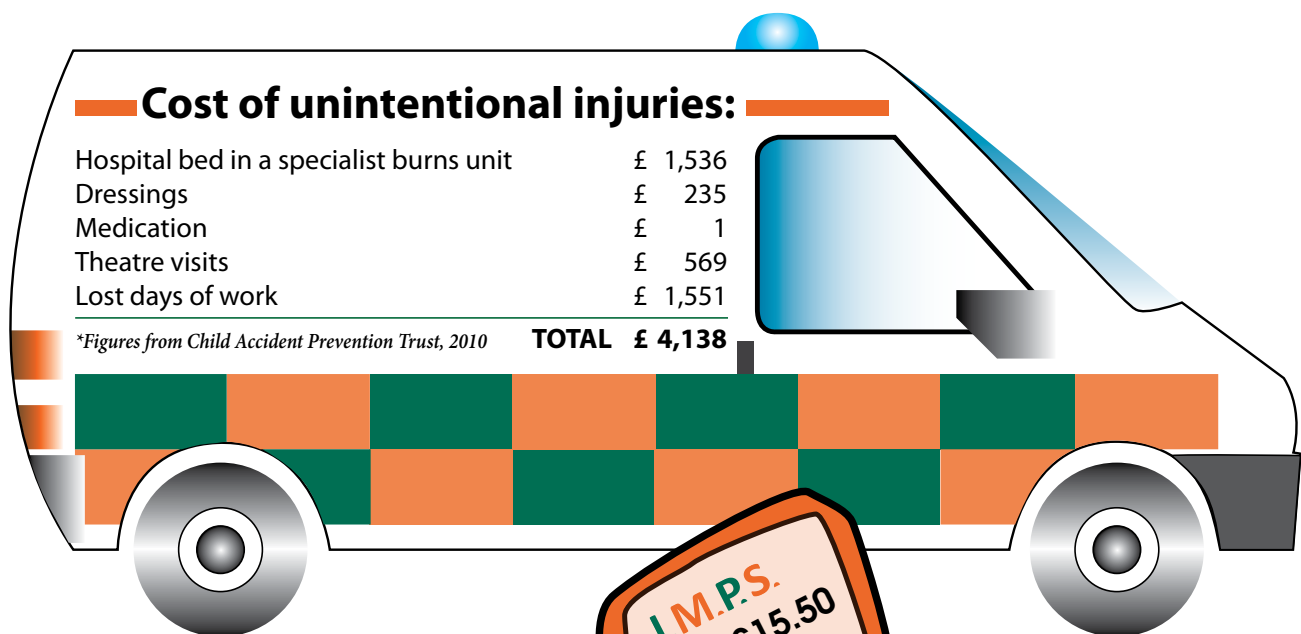


Jonathan McWilliam,
Director of Public Health for Oxfordshire, said:

“By reducing unnecessary accidents and visits to the Emergency Department I.M.P.S. can help save lives, but also helps save the NHS money. Educating people from a young age about what to do in an emergency will stand them in good stead for the rest of their lives.”

Around 2 million unintentional injuries involve children and young people – at a cost to the NHS of approximately £146 million a year.

SOURCE: Audit Commission and Healthcare Commission 2007



13,432 children under 16 attended A&E departments in Oxfordshire, with an injury



The national context

I.M.P.S. addresses outcomes in public health, community engagement and education.

The government's aim to '**Help Children Achieve More**' by teaching young people how to **Stay Safe** and **Keep Healthy**: engaging and motivating children of all abilities to understand the risks they take, and how they can manage their health and safety by the choices they make.

THE IMPORTANCE OF TEACHING which recognises the connections between pupils' physical and mental health, their safety and their educational achievement. I.M.P.S. empowers children to take personal responsibility and equips them with the skills to cope in an emergency creating an opportunity to see themselves as valued individuals within their community. Learning emergency life skills allows all children's abilities, qualities and strengths to be valued. I.M.P.S. gives children confidence and self belief leading to higher educational achievement.

SOURCE: *The Importance of Teaching: The schools white paper March 2011*

I.M.P.S. supports

HEALTHY LIVES, HEALTHY PEOPLE

– the strategy for public health by helping to build children's self-esteem and confidence and aiming to reduce the risks of children adopting unhealthy lifestyles. By teaching them personal responsibility our aim is to strengthen their ability to take control of their lives.

SOURCE: *Healthy lives, healthy people: our strategy for public health in England November 2010*

THE NATIONAL CURRICULUM with learning in the following subjects:

- English** – speaking and listening, group interaction and drama
- Numeracy** – data handling and statistics
- PSHE** – developing a healthy, safer lifestyle
- Science** – circulation, movement, health and forces

SOURCE: <http://curriculum.qcda.gov.uk>

I.M.P.S. also supports children and young people directly with...

Firstpoint



- Offering reassurance to young people about staying safe and keeping healthy
- Providing sign posting to expert advice via website links

www.impsweb.co.uk




Shaping future lives

The **I.M.P.S.** vision for the future is to create a generation of children who will think before participating in risky behaviour and are confident to help others if something goes wrong.

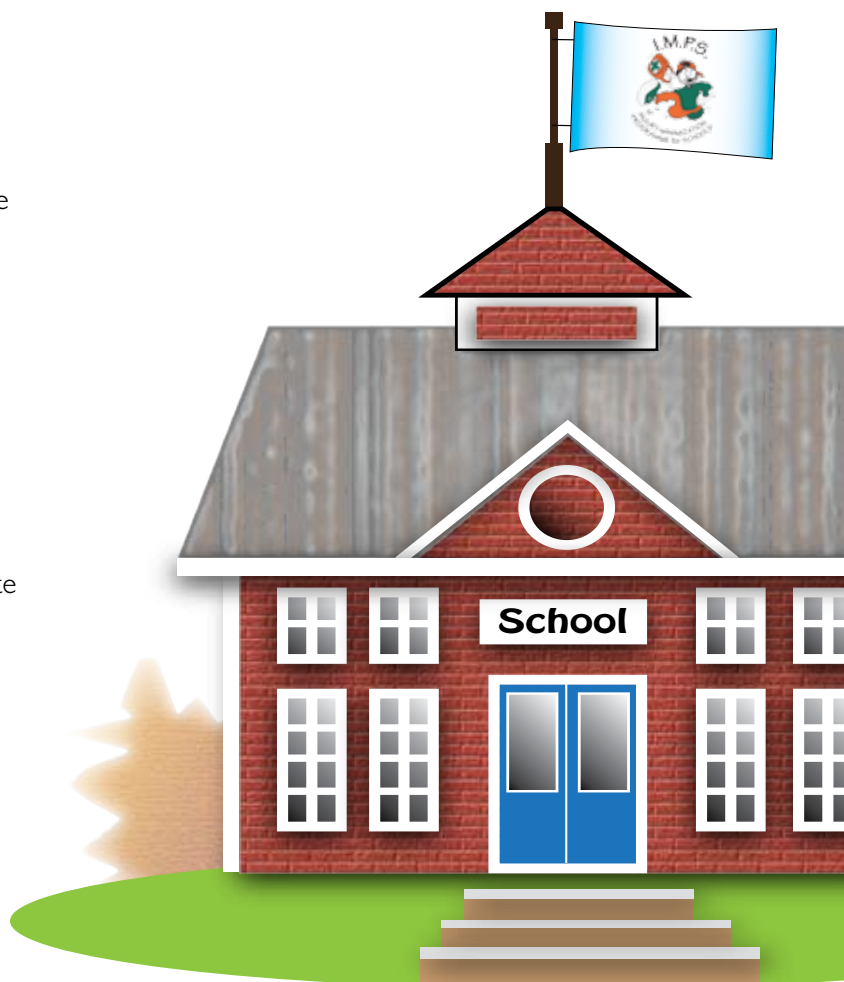
The I.M.P.S. safe school

Since 1995 I.M.P.S. has been successfully teaching Year 6 children risk management and emergency life skills, however, we believe that children of all ages should have the opportunity to learn these skills. We aim for every school to become an I.M.P.S. school and encourage injury prevention and risk management throughout a child's development.

The I.M.P.S. safe school will allow us to develop a strategic approach to safety education. The safe school strategy will begin at the foundation stage and continue to develop throughout a child's school life. Topics will be revisited and earlier advice built on to improve knowledge and skills.

-  **Entering primary school** – As children begin school, learning about risks will be part of their everyday education. I.M.P.S. will work with schools to teach children how to manage their own safety throughout the school day and at home.
-  **Key stage 1** – Extending our educational resources will allow teachers access to safety lessons that are relevant and useful across all school year groups.
-  **Key stage 2** – During their final year at Primary School children will participate in the I.M.P.S. hospital visit where they will consolidate all of their learning and be taught emergency life skills.

An I.M.P.S. E-Learning package will be available to all primary and secondary schools in Oxfordshire to provide continued revision of emergency skills.



“ I have worked with I.M.P.S. since it began in 1995.
Over the years, I have seen I.M.P.S. expand what they teach and develop the
programme in hospitals across the UK. I.M.P.S. gives a generation of children
from Oxfordshire, and beyond, essential skills that they can use
for the rest of their lives... ”

ROB WAY, CONSULTANT NURSE – EMERGENCY DEPARTMENT





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