

The role of the Education Team

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 Responsible work team: **Education Team**

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1 Introduction

- 1.1 This policy provides information to Brigade staff on the role and function of the Education Team. It sets out the aims and objectives of the Education Team, how it targets risk and provides an outline of the schools education programme and the other activities they support.
- 1.2 The Education Team in its current form was established in June 2001 following the Best Value Review of provisions in place at the time. Its core function is to deliver fire safety education to children and young people in 'very high' and 'high' risk priority primary schools, which have been identified as educating vulnerable pupils through SEMH (social, emotional and mental health needs), schools where there has been a fatal fire within the neighbourhood, and schools that have been specifically identified for need by the borough commander. Education sessions are delivered through up to date and relevant interactive workshops, with a focus on prevention, protection and escape. The team also support other community safety educational events as and when required by the borough commanders and watches involved.
- 1.3 The Education Team's primary focus is predominantly students in years 2 and 5; at key stage 1, and 2; however they are also able to offer bolt on packages to other year groups, linked to the national curriculum and events that occur during the year, i.e. firework safety.
- 1.4 The education programme delivered by education officers has been devised to meet the needs of the communities the LFB serve. Resources are designed to be accessible to all children and young people, including those with neurodiverse and special educational needs (SEN), English as an additional language, and for children with disabilities.
- 1.5 Education Team visits are targeted by applying the Brigade's incident risk analysis toolkit (iRAT), using ward level risk data provided by Information Management. The Education Team deliver fire safety education to the 'very high' and 'high' risk priority primary schools, whilst station-based staff target the 'medium' and 'low' risk priority primary schools.

How the Education Team's visits contribute to the Brigade's aims and objectives

- 1.6 The Brigade is committed to reducing the number of fires, deaths and injuries caused by fire. The Community Risk Management Plan (CRMP) sets out how this will be achieved over the next seven years (2023-2029).
- 1.7 The Education Team contribute to the CRMP by educating children and young people about preventing, detecting, and escaping from fire through interactive, fire safety workshops. During the workshops children learn key safety messages around how to prevent fire in the home, the importance of working smoke alarms and how to escape safely should a fire occur.
- 1.8 This learning can be used by children throughout their lives and into adulthood. They are encouraged to share what they have learned with friends and family, potentially reducing the number of fires, and the effects of fire, on a much wider scale.

Targeting risk

- 1.9 The work of the Education Team also contributes to objectives set out in the Prevention Strategy and Youth Services Strategy by delivering workshops where they can most effectively minimise the risk of fire and reduce fire deaths and injuries.
- 1.10 The Brigade's incident risk analysis toolkit (iRAT) identifies those areas in London where accidental fires in the home are most likely to occur on a ward-by-ward basis. This information is

overlaid with the location of every primary school within Greater London. Schools are then risk ranked to reflect the likelihood of children attending them experiencing a fire at home.

1.11 Each school is placed into one of four risk categories:

- Very high (VH)
- High (H)
- Medium (M)
- Low (L)

1.12 School visits are then prioritised accordingly, and visits are targeted to those primary schools risk ranked as 'very high' and 'high'. SEN schools are automatically risked ranked as 'very high'. The Education Team also targets SEMH schools in areas where it has been identified that antisocial behaviour is prevalent, and the children and young people could be at risk of harm to themselves or others.

2 Farynor

2.1 Farynor is the Brigade's fire safety management system used to record and manage regulatory and other fire safety work. The school's module of the Farynor database is used to record the Education Team's schedule of visits to primary schools.

2.2 Farynor is also used to generate reports used for the monitoring and evaluation of the Education Team's performance regarding school visits.

3 Education Team structure

3.1 The Education Team's establishment is made up of the education team manager (FRS D), education team deputy manager (FRS C), bookings co-ordinator (FRS B) and a team of education officers (FRS B).

Education team manager

3.2 The Education team manager is responsible for:

- The monitoring, evaluation and review of the Education Team performance against Brigade aims and objectives, in conjunction with the deputy heads of youth services and the head of youth services.
- The professional development and training of the Education Team.
- The development of education resources to support learning.
- The development and implementation of evaluation and quality assurance processes to measure the effectiveness of education initiatives delivered by the Brigade.
- Promoting the work of the Education Team both within the Brigade and with external organisations such as Local Education Authorities.

Education team deputy manager

3.3 The education team deputy manager is responsible for:

- Monitoring and supporting the daily delivery of the Education Team service.
- Overseeing the school booking procedures.
- Planning and participating in Education Team activities.
- Providing advice and guidance to station staff on the delivery of fire safety education at events.

- Collating feedback from schools, alternative provision providers, key stakeholders and other service users.
- Continuously reviewing and updating education resources.
- Supporting the education manager with the implementation of evaluation and quality assurance processes.

Bookings co-ordinator

3.4 The Bookings Coordinator is responsible for:

- Promoting the service of the Education Team.
- Contacting schools offering the opportunity of booking a visit from the Education Team.
- Coordinating external requests for school visits received by telephone, email and through the online booking system via the LFB 's website.
- Creating appointments and workshop delivery schedules.
- Liaising with education officers to carry out school visits.

Education officers

3.5 An education officer's core function is to visit primary schools and deliver fire safety education to children and young people in 'very high' and 'high' risk priority schools in years 2 and 5, through interactive educational workshops.

3.6 A smartphone is issued to education officers for maintaining contact with the Education Team management and for liaising with schools. This should be used in line with the Brigade's code of practice on use of mobile telephones and Policy number 336 - Mobile communication devices.

3.7 Education officers also:

- Support fire safety educational events as and when required.
- Provide advice and guidance to station and other Brigade staff on carrying out educational visits to schools.
- Support the education team manager/deputy manager where needed.

4 Primary education programme

4.1 The education package delivered in primary schools has been developed by an education adviser to link with key stages 1 and 2 of the national curriculum. It covers aspects of personal social, health and economic education (PSHE), English, maths, science and ICT. Core modules incorporate learning objectives around preventing, detecting and escaping from fire. Additional modules cover subjects such as hoax calls and calling 999, arson, fire play, and celebrating safely (for use during celebrations such as Eid, Hannukah, Bonfire Night, Diwali and Christmas).

4.2 Lesson plans support delivery of the interactive workshops to make sure that learning objectives are achievable and the messages delivered by education officers are consistent. It also means that every child and young person receives standardised fire safety education. Because of this, additional or alternative resources should not be introduced, nor changes made to the standard package without agreement from the education team manager and deputy head of youth services.

4.3 Resources to support workshop delivery are available in various formats. This enables education officers to use accessible digital and physical resources to meet the individual needs of the children and young people being visited, and to ensure compatibility with the facilities available at each school.

- 4.4 All workshops are inclusive and enable all children and young people to learn important fire safety education messages in a safe and supportive and engaging learning environment.

5 Requests for fire safety education visits to schools

- 5.1 At the beginning of each educational term, and at regular intervals throughout the academic year, external marketing activities to schools take place to raise awareness of the services provided by the Education Team.
- 5.2 Requests for visits are also received from schools via telephone and via the online booking form available on the LFB website <https://www.london-fire.gov.uk/schools/book-your-school-visit/>
- 5.3 Brigade personnel receiving enquiries regarding school visits should refer the person making the enquiry to the education team manager or email EducationTeam@london-fire.gov.uk.

6 Re-activity days

- 6.1 Education Team re-activity days take place when there has been a fatality or serious injury resulting from a fire involving a student or teacher at a school. The aim of these workshops is to provide children with a positive, reassuring experience of the Fire Brigade and to reinforce important fire safety messages at a time when there may be increased anxiety around experiencing a fire at home. The Education Team's role is not to provide counselling to children, and this will be explained to the school before the visit takes place.
- 6.2 The format of re-activity days differs from standard school visits with education officers and station staff working together to deliver fire safety education to all year groups within the school.
- 6.3 The education team manager will co-ordinate a re-activity day in liaison with the headteacher of the school involved, and the appropriate borough commander. These visits will only take place with the agreement of the headteacher.
- 6.4 When the Education Team have been informed of a serious or fatal fire involving school age children, the education team manager will contact the borough commander to discuss the possibility of carrying out a re-activity day with the support of the station/watch involved in the incident. Any additional information regarding the incident should be disclosed to the education team manager to assist with planning the re-activity day.
- 6.5 The visit should take place no longer than eight weeks after the fire. Where possible, the visit should take place on a day when the watch supporting the re-activity day are on duty and able to attend.
- 6.6 Consideration should be given to whether a trauma team (usually co-ordinated by the local authority) is working with the school to support children and staff following the fire. Where a trauma team is present, the education team manager should contact them to discuss the re-activity day.

7 Safeguarding children

- 7.1 All Brigade staff must be conversant and comply with Policy number 305 - Safeguarding children at risk policy when working with children and young people. If staff have any questions or concerns relating to safeguarding children, they can contact the education team manager.
- 7.2 All Education Team staff must hold a current enhanced Disclosure and Barring Service (DBS) check certificate and share this with all schools visited.

- 7.3 All education officers hold a level 1 safeguarding qualification which is renewed every year. Education managers, hold a level 2 safeguarding qualification which is renewed every two years; however, a CPD of any changes in safeguarding will be delivered by the Youth Services Designated Safeguarding Team as and when they occur.

Document history

Assessments

An equality, sustainability or health, safety and welfare impact assessment and/or a risk assessment was last completed on:

EIA	10/03/2009	SDIA	11/02/2009	HSWIA		RA	
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Audit trail

Listed below is a brief audit trail, detailing amendments made to this policy/procedure.

Page/para nos.	Brief description of change	Date
All	Review date put back to 31/03/2013 owing to a need to wait until after the School's Team pilot has been finished and evaluation has been completed.	29/02/2012
All	Minor changes made before main overhaul is done.	11/03/2013
Throughout Page 2, para 1.6 Page 2, para 1.7	Reviewed as current, major changes made. Cordit Bright evaluation included. Strategy paper recommendations included. Appendix 1 removed.	24/01/2014
Page 10	'Subject list' table - template updated.	29/01/2015
Throughout	Top Management Review changes.	08/06/2015
Throughout	Minor changes to out of date references but otherwise reviewed as current.	21/02/2017
Throughout	Organisation, team and department names changed due to changes in organisational structure and governance due to the abolition of the London Fire and Emergency Planning Authority.	02/04/2019
Throughout Page 5, para 4.1 Page 8, para 6.13	Reviewed as current with minor changes made. 'Hannukah' replaced with 'Hanukkah'. The word 'he' changed to 'they'. 'Station manager' updated to 'station commander' due to role to rank changes.	21/05/2020
Throughout	Reviewed as current. Changes made throughout the document to remove out-of-date references.	13/11/2024

Subject list

You can find this policy under the following subjects.

Children	Education
Fire safety	Schools

Freedom of Information Act exemptions

This policy/procedure has been securely marked due to:

Considered by: (responsible work team)	FOIA exemption	Security marking classification