

# Review your school-wide approaches to preventing injury

A suggestion for implementing the strategy

'Review leadership and governance

responsibilities' from the Guide: [Acquired](#)

[brain injury and learning](#)

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## **Includes:**

Review playground safety

Enforcing helmets

Review supervision of all sport and physical activity

Make risks visible

Reflection questions

Useful resources

Inclusive Education

From

Guide: [Supporting learners with acquired brain injury](#)

Strategy: [Review leadership and governance responsibilities](#)

Suggestion: [Review your school-wide approaches to preventing injury](#)

Date

28 June 2019

Link

[www.inclusive.tki.org.nz/guides/brain-injury/review-your-school-wide-approaches-to-preventing-injury](http://www.inclusive.tki.org.nz/guides/brain-injury/review-your-school-wide-approaches-to-preventing-injury)

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## Review playground safety

Falls are the primary cause of a concussion or TBI.

In children, 37% of fall-related hospitalisations happen on playgrounds.

Reduce the risks on your playground by reviewing the:

- quality and quantity of soft-surfacing materials to a safe depth
- maintenance schedule of playground equipment
- consistent implementation of your active supervision.

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## Enforcing helmets



Source: [Pixabay](#)

Source:

[Pixabay](#)

<https://pixabay.com/photos/bicycle-helmet-cyclists-protection-2452192/>

[View full image \(361 KB\)](#)

Helmets do not prevent a concussion, but they may reduce its severity.

As a community discuss the use of helmets during activities and sports.

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## Review supervision of all sport and physical activity

Discuss with all staff ways they can ensure the safety of children and young people and reduce the risk of brain injury.

- ↯ Ensure children and young people wear appropriate safety gear and that it fits correctly.
- ↯ Enforce “play by the rules”.
- ↯ Stress the importance of health. Do not allow children and young people to play when they are ill or suffering from fatigue.
- ↯ Reduce risks at practice – teach safe contact approaches.
- ↯ Commit time to warm-up exercises relevant to the activity or sport.

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## Make risks visible

Building understanding of risks is an integral part of brain injury prevention.

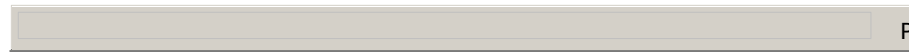
Utilise the curriculum to create authentic opportunities for learning.

Source: [Safekids Aotearoa](#) No captions or transcript

Source:

[Safekids Aotearoa](#)

<https://www.youtube.com/channel/UCiBvxMd8QxypGMmw8asIpuA>



Video hosted on Youtube <http://youtu.be/YwnU5yeuDus>

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## Reflection questions

Research suggests a multi-faceted approach is more effective than providing only safety recommendations to children.

Review your current approaches to injury prevention in these three areas.

**Are we utilising the best engineering?** For example: Use of impact-absorbing safety surfacing for playgrounds and installing locks or safety mechanisms to keep children and young people out of hazardous areas without supervision.

**How consistently are we enforcing rules?** For example: The enforcement of playground soft-surfacing materials to a safe depth, regular maintenance of playground equipment, and enforcement of the helmet rule when children ride bikes.

**How are we providing supervision and prevention education to the highest quality?** For example: Planned connections to prevention in the curriculum, active supervision.

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## Useful resources

CDC Heads Up app: Rocket blades

Publisher: ACC New Zealand

[Visit website](#)



Sport concussion in New Zealand: National Guidelines

Read time: 21 min

Publisher: ACC New Zealand

[Download PDF](#)

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