

## **Schools Involvement**

**(MPS Youth Strategy)**

**DRAFT 18.05.01**

*(Drugs education syllabus is not dealt with in this report as this is subject of lengthy research by other officers, notably Inspector Paul Wotton, Drugs Directorate, Room 917 NSY 62501).*

The Scarman Report focused on all areas of policing including that of youth and schools. Recommendations made influenced the curriculum police delivered to schools in the Schools Involvement Programme (SIP). These included the formation of better relationships with young people, fostered through *positive police youth interaction*.

In both the 1983 ACPO/SEO (Society of Education Officers), and 1988 Police and Schools guidelines, the rationale behind police involvement in schools was described as:

***“to foster positive relationships between schools and the police service, with an aim of developing young peoples’ understanding and respect for the law and the rights and duties of individuals.”***

The existing MPS policy on schools involvement is set out in the booklet ‘On the side of young people’ (April 1997)

***“The Schools Involvement Programme is at the heart of community policing and lays the foundation to establish a good relationship between the police and young people. More specifically we aim to keep young people safe; inform schools and pupils about the law and the rights and responsibilities of citizens and inform them about crime prevention.”***

***(Sir Paul Condon)***

The booklet identifies three core subject areas:

- **Crime and its consequences**
- **Personal Safety**
- **Drugs education**

**Crime** talks have been delivered across the curriculum and key stages as appropriate:

1. Offences under the Theft Act
2. Criminal damage
3. Offensive weapons

**Personal safety** talks include:

1. Child protection/strangers
2. Bullying/assaults/racism
3. Road safety

#### 4. Self protection

The following briefly identifies some of the influences and constraints placed upon the Education system and in turn the schools involvement programme.

- Changes in the National Curriculum increased the burden on the Education Service over lesson times.
- classroom accountability to school governors, LEA, parents, OFSTED Greater etc.
- Drain on human resources by way of teacher shortages.
- Numeracy and literacy times.
- League tables.
- The report of the Inquiry into the death of Stephen Lawrence (particularly recommendation 67-68).

#### **Influences and constraints include:**

- Curriculum developments such as the Citizenship and PSHE (Personal Social Health Education) curriculum implementation over the next two years.
- Classroom accountability to school governors, LEA, parents, OFSTED, etc.
- Teacher shortages
- Numeracy and Literacy times
- School League Tables
- 'Connexions' and personal advisers for young people.
- National Healthy Schools Standard
- The enquiry into the death of Stephen Lawrence (particularly recommendations 67-68)
- HMIC Winning the Race 1996
- Recruitment and retention of police officers, prioritising police roles.
- The Crime and Disorder Act, local strategies, Youth Justice Plans
- O'Connor et al - ACPO / Roehampton Drugs Education study (1999).
- Drugs Directorate – 5 borough pilots for Drugs Education

#### **Personal Social Health Education / Citizenship**

##### Proposed Curriculum skills:

The following are extracts from the Secretary of State's proposals for Curriculum changes. Here the police will have the most input under PSHE and the Citizenship programme.

The proposals are divided into the skills, knowledge and understanding that young people will be expected to achieve on leaving their key Stages. This is a spiral curriculum, therefore it builds upon and repeats some of the topic areas from the previous Key Stages.

#### **At Key stage 1(Reception) Years 1 and 2**

Pupils should be taught:

- rules for keeping safe and about people who can help them.

- to recognise ways in which their behaviour affects others.
- to identify and show respect for differences and similarities between people.
- to recognise that there are different forms of teasing and bullying, that bullying is wrong and how to seek help in resisting bullying.

### **At Key Stage 2 -Years 3/4/5/6**

Pupils should be taught:

- why and how rules are made and enforced, that different rules are needed in different contexts and how to participate in the creation and adaptation of rules.
- to understand the consequences of anti social behaviour, (including bullying), for individuals and community.
- to recognise risks in different situations and make judgements about behaviour, including what kind of physical contact is acceptable/unacceptable.
- to exercise basic techniques for resisting pressure to engage in unacceptable risky behaviour.
- the consequences of racism, teasing, bullying and violent behaviour, to learn to respond appropriately to them and ask for help; to recognise and challenge stereotypes.
- to understand cultural differences.

### **Key stage 3- Years 7/8/9**

Pupils should be taught:

- To demonstrate personally effective ways of resisting pressure which threatens their own safety and wellbeing.
- The effects of stereotyping, prejudice and discrimination arising from whatever source and how to challenge them assertively.
- To be assertive in the face of pressure to do wrong and to recognise when others need help.
- To communicate confidently with peers and adults.

### **Key stage 4 –Years 9/10/11**

Pupils should be taught:

- to challenge offending behaviour, prejudice, bullying and discrimination assertively and take the initiative in giving and receiving support.
- good parenting.

### **Recommendations from the ACPO/Roehampton research project on Police involvement in Drugs Education include:**

- a) Police can add value to school programmes and there is a willingness for this to continue.
- b) The police have a role to support the curriculum but this should be school-led not police-led.
- c) Police should be evaluating the work carried out in schools.
- d) Trained officers should be deployed to work in schools.
- e) Future training should be given whilst in post.

- f) The police role is that of delivery in our area of expertise, the law, crime prevention and consequences, we should not be concentrating on social and health issues in the lessons.

The main theme running throughout any police schools involvement should be that of Crime and Consequences - the law. Police schools involvement should be adapted to deliver two main topic areas:

- Personal safety (including all forms of bullying see also the ACPO Hate Crime Guide)
- Drugs

The police are considered by most schools to be experts in the law, schools seek to develop partnership approaches to the delivery of lessons as suggested in 'The Advisory Groups report on Citizenship'. Police should be prepared and able to provide this support to the community.

Police involvement should accord with MPS, Borough Policing and partnership objectives. Changes in the Youth Justice System following implementation of the Crime and Disorder Act should form the basis of some presentations.

Police should be involved with local partners in multi-agency Junior Citizen events for Year 6 children (ages 10/11) that provide children with the knowledge and skills to cope with the dangers of everyday life.

### **Training**

Initial and development courses run at Croydon and Tottenham Colleges for police officers who deliver presentations in schools. The course content includes: presentation skills, education theory, national education initiatives and the police role in schools. Courses may be booked through P11(4) on 51615.

### **School support:**

Police offer classroom support in conjunction with other functions where we must use our legal expertise, these include:

- Supporting the development and implementation of whole school policies such as:
  - a) Drugs
  - b) Cultural Diversity, harassment and equal opportunities.
  - c) Bullying (racist, homophobic and other forms)
  - d) School security
- Many dedicated Schools or Youth Involvement officers investigate crime that directly affects the school community. This function adds credibility to the status of the officer delivering presentations (internally and externally).
- Pastoral support programmes and exclusion meetings with parents.
- Exchange of information under the Crime and Disorder Act.
- Truancy and school lateness patrols

**The Drugs Directorate has developed the following performance indicators and outcomes, variations can be used for other topics:**

- % of young people of school age who believe their level of knowledge has been increased following police contributions.

The police service can contribute to the **performance indicators** that follow, but cannot measure them alone:

- % of young people of school age who believe their attitudes to the risks and criminal consequences of drug misuse have changed, following police contributions.
- % of young people of school age whose knowledge and understanding of law and procedures, criminal consequences and drug recognition is likely to impact on their future behaviour, following police contributions.

It is intended that actual percentages will be compared from year to year.

In working in partnership, we expect the following **outcomes** from this strategy:

- an increase in the number of young people of school age who resist drug misuse in order to achieve their full potential in society;
- raised awareness of parents/carers on the validity of police contributing to, and supporting the curriculum, and on the patterns and trends of drug use in London and its implications for their children;
- raised awareness of teachers and school governors;
- the enhanced quality of relationships with key stakeholders, i.e. young people, teachers, parents/carers, school governors and other partner agencies.

Police officers working together with schools aim to make London safe for all the people we serve, making schools and their community safer, cutting crime and the fear of crime.

*(thanks to PC Dave O’Kane at Bromley for his work on this report as part of his studies for a Masters Degree in Education)*