



Work in Schools

Task and Finish Group

Final Report

October 2014

Members

Councillor Norma Stephenson OBE (Chair)(Stockton Borough Council)

Gwen Duncan (Independent Panel Member)

Councillor George Dunning (Redcar and Cleveland Council)

Councillor Hazel Pearson (Middlesbrough Council) (until April 2014)

Councillor Carl Richardson (Hartlepool Council) (until June 2014)

The Group would like to thank the following people for contributing to its work:

Ian Coates, Inspector, Cleveland Police

Sally Forth, Community Safety Manager, Hartlepool Council

Sarah Graham, Community Safety Partnership Manager, Redcar and Cleveland Council

Joanne Hodgkinson, Governance Manager, Police & Crime Commissioner for Cleveland

Steve Hume, Community Safety Manager, Stockton Council

Gordon Lang, Chief Superintendent, Cleveland Police

Ruth Mayes, Executive Head Teacher, Saltburn Learning Campus

Louise Moore, Head Teacher, Berwick Hills Primary School, Middlesbrough

Martin Robson, Deputy Head Teacher, Manor College of Technology, Hartlepool

Clare Sills, Preventions Manager, Stockton Council

Harry Smith, Chair of Governors, Stockton Borough

Graham Strange, Community Safety Manager, Middlesbrough Council

Sarah Wilson, Governance Officer (Consultation & Engagement), Police & Crime Commissioner for Cleveland

Stockton Youth Assembly Members

Contact

Graham Birtle

Scrutiny Officer

Stockton-on-Tees Borough Council

graham.birtle@stockton.gov.uk

01642 526187

Introduction

This report outlines the findings and recommendations of the Task and Finish Group set up by the Cleveland Police and Crime Panel (PCP) to examine the work in schools of Cleveland Police and the community safety teams in the four local authority areas.

1.0 Overall Findings and Conclusions

- 1.1 Evidence from a number of policy and practice developments, since the late 1990s, highlights the value of school-based interventions in tackling anti-social and offending behaviour among young people.
- 1.2 Due to cuts in funding the Chief Constable has had to withdraw police from their work in schools and Cleveland Police is also engaging less with youth programme and summer programmes.
- 1.3 Submissions to the Task and Finish Group showed that all ward officers visit schools, provide a similar service to the schools in their respective wards, and due to the number of schools on each ward regular visits and meetings on a weekly or monthly basis would prove extremely time consuming and difficult with all of the other operational needs and demands.
- 1.4 Community Safety Managers informed the Group that they faced problems similar to that experienced by police officers and PCSOs in that gaining access to schools can be difficult. This can be further exacerbated by the loss of key council officers due to the funding pressures faced in the public sector.
- 1.5 Head Teachers praised and appreciated the link and contact with the PCSOs in the area that their school is located. The PCSOs provided a level of continuity because of their work being geographically based meant that they were most likely to be close at hand if and when required.
- 1.6 The reduction in visibility of police and PCSOs due to budgetary pressures is being noticed with a perceived rise in anti-social behaviour.
- 1.7 The opportunity to speak to teachers, governors and young people highlighted to the Task and Finish Group the reduced opportunity for interaction between the police and schools. The Group therefore **recommend that each of the councils in the Cleveland Police area investigate the possibility to have appointed a Governor Liaison (Community Liaison Governor) for every school.** The Group also **recommend the PCC and police utilise consultation and engagement officers to coordinate and disseminate information to Community Liaison Governors.**
- 1.8 The Group believe that improved discussions and between the Police Commissioner's Office, the police, and community safety managers would assist to build relationships with schools and young people. The Group therefore **recommend that the PCC Office registers an agenda item on Head Teacher and Governor forum meetings in each of the local authority areas.**

- 1.9 It was recognised that lots of people volunteer to work in justice system so this might appeal to a similar cohort to avoid young people starting to commit ASB or crime. The Group **recommend investigating whether a volunteer programme could be established using young people volunteers in schools to engage with their peers about community safety issues.**
- 1.10 In recognition of the growing role of police officers in schools across the UK, the National Foundation for Educational Research funded a scoping study of practice which indicated that police working with schools results in a wealth of benefits for the police, for schools, their teachers and pupils, and for the wider community. The report contained a number of recommendations that were aimed at achieving those benefits. The Group **recommend that the PCC and Cleveland Police determine the feasibility of the report recommendations.**

2.0 Detail

- 2.1 A key study to assist the Task and Finish Group in its examination of the work carried out in schools by police officers and PCSOs was Police Officers in Schools: A scoping study published in October 2011. It showed that tackling crime and anti-social behaviour has been a consistent priority of successive UK governments with evidence from a number of policy and practice developments, since the late 1990s, highlighting the value of school-based interventions in tackling anti-social and offending behaviour among young people. The benefits of a police relationship with schools can be seen at appendix 1.
- 2.2 More recently though it argued that changes to the work of police could reasonably be expected as a result of other policy developments such as the greater local accountability of police, through the introduction of elected police and crime commissioners. With this came changes regarding how the police will deploy its available resources given that police resource funding will reduce by 14% in real terms by 2014-15, from 2010/11 onwards, whilst simultaneously emphasising early intervention in children and young people's lives to reduce their risk of experiencing disadvantage in later life e.g. engaging in offending behaviour.
- 2.3 The work of police in schools could then remain relevant in the context of any such developments in early intervention approaches in future and potentially as part of ongoing activity as a result of the new Early Intervention Grant with the police contributing as joint partner to child safeguarding.
- 2.4 A meeting of the All Party Parliamentary Group (APPG) for Children on Tuesday, 5 November 2013 for its inquiry into 'Children and the Police' explored how the police develop relationships with children and young people, both within and outside the school environment, good practice used by police forces and considered how engagement can be improved.
- 2.5 Chief Constable Jacqui Cheer (Cleveland Police, and Association of Chief Police Officers' national policing lead for children and young people) gave the APPG evidence explaining that there is a growing gap between what people want the police to do when it comes to general engagement with children and young people, and what the police are actually realistically able to do, particularly small forces such as in Cleveland.
- 2.6 Cleveland Police engage in partnerships with specialist teams dealing with children and young people, such as Youth Offending Teams. Children and young people will often first engage with front line staff. The Chief Constable hopes that all police in these situations are

well trained and completely competent, but stated that the reality is that front line work is very difficult. Officers do not know what they will face from one minute to another.

- 2.7 Due to cuts in funding the Chief Constable has had to withdraw police from their work in schools and Cleveland Police is also engaging less with youth programme and summer programmes. Instead, Cleveland Police is targeting resources for work with troubled families. The force is replicating this model to tackle mental health issues. It is also concentrating funds on restorative justice for under-18s and work with the Cadets and The Prince's Trust.
- 2.8 When asked about how the police establish good relationships with schools and if they were welcomed the Chief Constable explained that it varied. Some schools didn't want to interact with the police as they worried it would lead to the school being labelled. Sometimes the police would work in schools as part of the curriculum, sometimes after school and sometimes during the holidays. In some schools, the police even have an office on the school grounds, and are using the school as a local community base, but each case was different.

Evidence – Neighbourhood Police Officers and PCSOs

- 2.9 Information was sought by the Task and Finish Group from the four local authority areas that are covered by Cleveland Police providing details of the types and frequency of contact that police officers and police and community support officers have with schools on their patch.
- 2.10 Police officers and PCSOs can have varying degrees of connection to the school(s) with which they work; a relationship defined in the scoping study by the frequency, motivation for, and/or type of contact between the school and police. Five types of such connections to schools identified are:
- **Active:** the police officer or PCSO is formally dedicated to a specific school or group of schools.
 - **Flexible:** the police officer or PCSO works as part of a team serving one, or a number of, schools.
 - **Formal and Responsive:** the police officer or PCSO operates as a named contact for the school.
 - **Informal and Responsive:** the police officer or PCSO provides support to the school as part of their usual policing responsibilities as and when requested.
 - **Single Purpose:** the police officer or PCSO works with the school to address a specific need within the school or local area.
- 2.11 Submissions to the Task and Finish Group showed that all ward officers visit schools and provide a similar service to the schools in their respective wards. This includes taking part in assemblies, talking to classes about their role, joining in parents coffee mornings, meeting children in the playground, warning about 'stranger danger', giving peer pressure talks, undertaking road safety with children at nursery, drop ins, speaking to staff and children, attending meetings with deputy Head's, helping with walking bus to events, and monitoring parking.
- 2.12 In Middlesbrough it was stated that..."there is no common input" and that it is..."very much down to individual Ward Officers" as..."[with] there [being] no appointed contact times

when schools are attended visits are made at the majority of schools...on an ad hoc basis, some of the schools [being] far more receptive to visits than others.”

- 2.13 The primary and secondary schools do have the contact numbers and details of Ward Officers and make contact when they require assistance or police input and all of the Ward Officers are more than receptive to these requests.
- 2.14 Due to the number of schools on each ward regular visits and meetings on a weekly or monthly basis would prove extremely time consuming and difficult with all of the other operational needs and demands. With the commitments of school staff it is difficult to find the time to meet with the head or other members of staff and often there is nothing of real substance to discuss so there only seems to be a real desire to have a meeting when there is a specific issue of concern. Whilst every attempt is made to call at schools each month some schools have stated that they do not like to have the children disrupted during school time and prefer to contact the Ward Officer if they have any issues or would like a visit.
- 2.15 In Stockton Borough Ward Officers mentioned that, other work permitting, they get to schools at opening and closing times as often as possible. This is usually due to the parking issues regarding dropping off and picking up children rather than specifically to engage with parents and children although this happens with officers being present.
- 2.16 With no formal processes in place to comply with the minimum standards set Ward Officers stated that...”it would be impossible for us to cover this and our other ever mounting commitments.”

Evidence - Community Safety Managers

- 2.17 Each of the local authority Community Safety Managers were invited to participate in the review either by attendance at meetings or submission of written evidence. A written submission was received from Redcar and Cleveland, and Stockton Borough Councils (see appendix 2) based on five key questions previously supplied to each of the managers which supplied the basis for the evidence gathering. The questions were:
- What types of lesson/message/interaction is/can be delivered in schools, the percentage of schools that receive lessons/messages/interaction, and the age groups you work with?
 - Are there opportunities for shared delivery of lessons/messages e.g. combating hate crime across the four local authority areas?
 - What are the main challenges/barriers met for delivery of lessons/messages/interaction in schools?
 - Are changes to your service being proposed and, if so, how will this affect the delivery of services to schools?
 - What support is needed from the police to deliver lessons/messages?
- 2.18 A significant issue for the Group was the imminent departure of three of the four community safety managers resulting from the pressures faced by local authorities. Concern was raised regarding the amount of expertise being lost in each locality.
- 2.19 The Community Safety Managers informed the Group that they faced problems similar to that experienced by police officers and PCSOs in that gaining access to schools can be difficult. This can be further exacerbated by the loss of key council officers due to the

funding pressures faced in the public sector. It was suggested that the loss of a specific officer can affect continued links with schools.

- 2.20 In Middlesbrough community safety was now part of Public Health Team with only one analyst due to loss of resources. The Community Safety Manager was the lead officer at the time of meeting the Group but that could change due to restructuring. The statutory role provided by the local authority seemed to be being lost
- 2.21 Hartlepool Council's Community Safety Manager post was being dissolved so an alternative delivery method needed to be found. Neighbourhood teams are responsive to schools but it was felt that there was no real programme of delivery.
- 2.22 Harbour (formerly known as North Tees Women's Aid) Children's Outreach Team works with children aged 3-16 years who have or are living with domestic abuse or experiencing a chaotic lifestyle. The team was commissioned to work with young people to promote healthy and respectful relationships and have expressed and had mentioned to the Community Safety Manager their difficulty in getting into schools.
- 2.23 Hartlepool's Community Safety Manager believed that whenever access was gained to schools a relationship could be built but they were also trying to protect the delivery of services due to financial pressures. As a result anti-social behaviour figures were rising due to a reduction in resources and when questioned by Members they were reassured that the police would pick up dealing with ASB.
- 2.24 Changes in staffing levels was altering the approach taken where previously problem solving and preventative work which was successful but community safety partnerships were now having to be more responsive. Funding across local authorities was being stretched and other supporting services were similarly being affected. For example, closure of youth facilities was also affecting dealing with problems and could increase the number of issues.
- 2.25 This led the Task and Finish Group to begin to consider possible solutions/scenarios that could be introduced. The Members questioned whether to suggest using volunteers in schools to engage with young people about community safety issues.
- 2.26 It was recognised that lots of people volunteer to work in justice system so this might appeal to a similar cohort to avoid young people starting to commit ASB or crime. A project could therefore be developed to attract volunteers, for example from universities, and if successful and numbers of volunteers were good then they could be shared across the four local authority areas as the messages should be consistent unless specifically targeted in one location.
- 2.27 With the reduction in staffing being experienced across the four community safety partnerships the Group had to consider whether it was appropriate to examine a merger of the partnerships. It was the managers' considered opinion that the community safety agenda and issues are huge and wouldn't be addressed adequately. Whilst a Cleveland approach provides consistency across the four local authority areas there is a need to be able to deliver statutory levels of service and tactically this needs to be delivered locally. Each community safety plan is based on the key priorities of residents determining local agendas which need to be recognised so the requirements will differ across boundaries.

- 2.28 At the end of this evidence gathering session one pertinent question remained. What do the schools want?

Evidence – Teachers and Governors

- 2.29 Schools across the four local authority areas either have primary and secondary head teacher borough wide forums or operate cluster groups of schools in geographic arrangements within boroughs with certain head teachers leading their forums or clusters. The identified head teachers were approached along with their chair of governors (and chairs of governors if an authority area forum existed) to meet the Task and Finish Group to discuss school requirements of the police and community safety provision in the Cleveland area.
- 2.30 The Head Teachers each praised and appreciated the link and contact with the PCSOs in the area that their school is located. The PCSOs provided a level of continuity because of their work being geographically based meant that they were most likely to be close at hand if and when required. It was stated that there was a sense of less police visibility in the community due to the cut backs which could mean losing a valuable link with the children. This would concur with the evidence given previously by Neighbourhood Police Officers and PCSOs whereby due to the number of schools on each ward regular visits and meetings on a weekly or monthly basis prove difficult to maintain.
- 2.31 The reduction in visibility of police and PCSOs is being noticed with a perceived rise in anti-social behaviour and challenges faced on a daily basis from the community which can mean other security options are taken to ensure child safety. However it has been previously claimed that gaining access to schools can be difficult. The Head Teachers present accepted that problems gaining access to schools may exist but this was not for all schools.
- 2.32 The police can be reactive but preventative work is where assistance is required to gain access onto the curriculum timetable as there are a lot of subjects that the police could help to address. Police officers or PCSOs tend to operate as a named contact for a school providing support to a school as part of their usual policing responsibilities or with a school to address a specific need within the school or local area as and when requested. The Group felt that representation from schools that allow good access to PCSOs is welcomed but questioned why all schools haven't engaged with the process.
- 2.33 There is still a feeling generally that if the police are seen to be at a school then something untoward must be happening so there is greater awareness needed that the police can attend schools for a positive purpose. Children can also learn the police are approachable and not to be avoided.
- 2.34 Both Head Teachers and Governors have forums where they can meet en bloc in a local authority area but no one was aware of police and community safety provision ever featuring on an agenda. The Group felt that it would be useful to have this topic on the agenda at such forums in the future as a way of disseminating information from police/community safety teams and engaging with schools to improve accessibility.

Evidence – Stockton Youth Assembly

- 2.35 Stockton Youth Assembly (SYA) was established to ensure young people are consulted, that their voices are heard and to help Stockton Council work with young people directly to shape local services.
- 2.36 The work of SYA provides a voice to young people aged 11-19 (aged up to 25 if a young person has a learning difficulty and/or disability) made up of representatives from a wide range of existing youth voice forums.
- 2.37 The Chair of the task and finish group received an invitation to attend Stockton's Youth Assembly when it learnt of the review topic. The Chair met with members of the Assembly to provide them with a briefing about the evidence the group had received and then invited views from the young people present for consideration within this report.
- 2.38 To instigate some discussion a number of questions were posed to the SYA (answers in italics) regarding whether the police and/or PCSOs had been seen in Stockton schools. The majority of young people had seen one or other at some time.
- Was it as part of a lesson? *No, it was in regard to an ongoing issue.*
 - Would you like to see the police and PCSOs more or less in schools or have they got it about right? *Yes, if they have a strong link with the school. It wouldn't be good to have them in the school all the time. The lack of any involvement with the police can cause nervousness about approaching them outside of school.*
 - If you saw the police in school would you automatically think something wrong had happened? *Yes, the police are likely there as a 'last resort' to deal with a problem.*
 - Do you see police or PCSOs patrolling outside school to keep children safe from traffic? *Yes and no depending on the school.*
 - Do you have any other points you would like to tell the Group about the work of the police in schools?
- 2.39 SYA suggested the possibility of trialling a connection to the police or PCSOs as part of personal, social, health and economic (PSHE) lessons.
- 2.40 Consideration was given to having PCSOs as a member of school governing bodies but it was highlighted that this would have to be outside of their normal working hours so the likelihood of their membership was limited especially to cover the number of schools in their patches.
- 2.41 Questions were asked about targeted messages for young people such as cyberbullying or Internet safety and how they were delivered. The delivery of such messages was found to be determined by either the age of the pupils or the concern within schools of a perceived or known problem. In addition it may not be a teacher or PCSO delivering the messages as evidence was given that students provided information for and to their peers.
- 2.42 When asked about crime prevention topics that other agencies might give instead of the police and PCSOs the SYA members could not recall anything regarding domestic violence but were aware of some messages about the other topics. The Fire Brigade had attended schools and provided graphic but memorable information. The SYA Chair was particularly impressed by the way that the Roach 'Crimestoppers' campaign, a one hour free lesson that is offered to all Y6 and Y7 pupils in Stockton Borough delivered by the community safety team was vividly remembered. The lesson is based around 10 cockroach characters that all

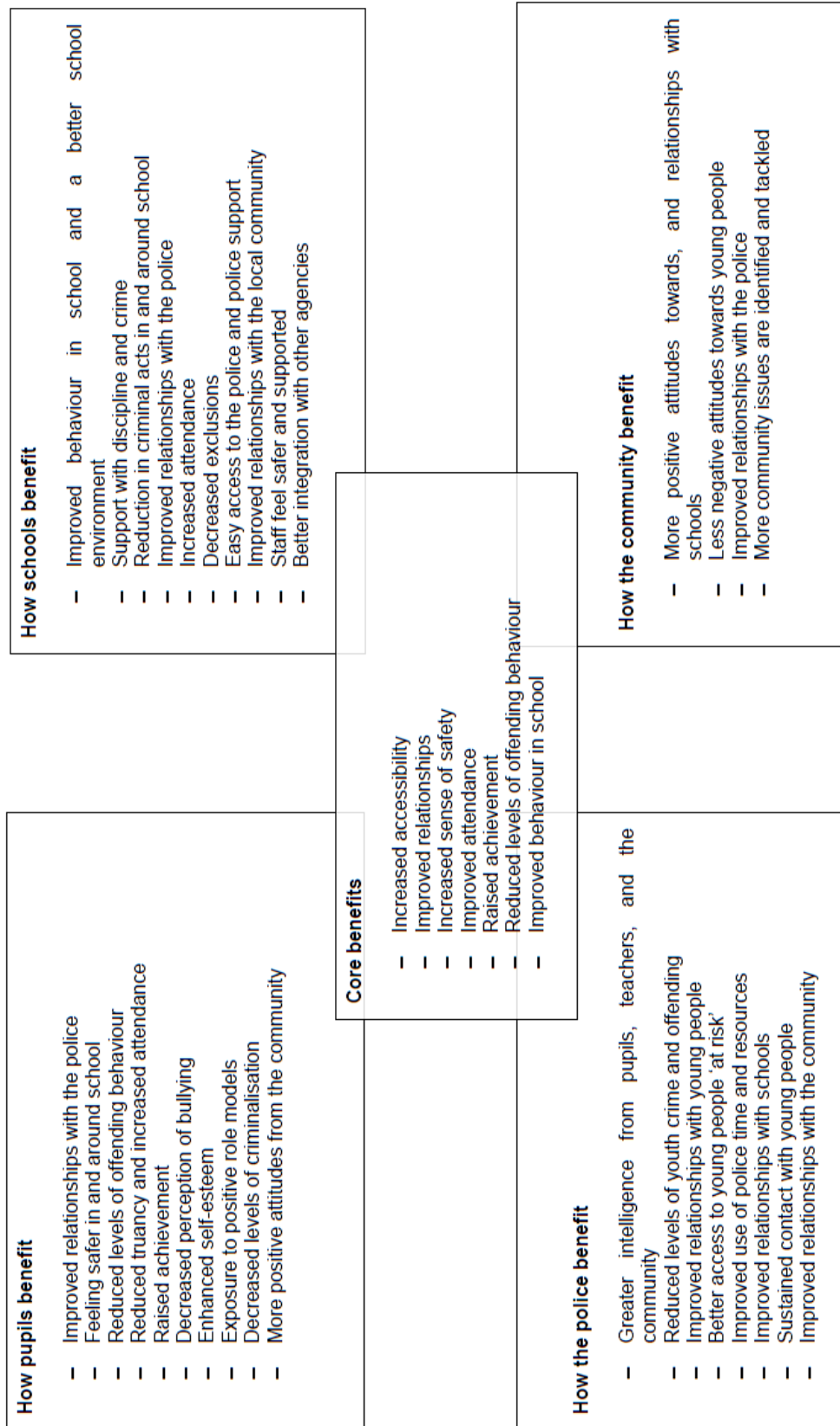
depict an act of crime and anti-social behaviour. The cockroaches encourage discussion topics on various crimes and anti-social behaviour and look at the effects upon the community, improving community relationships and consequences of anti-social behaviour.

- 2.43 The project was developed as an innovative interesting and fun way to develop young peoples' knowledge of how they can report crime and anti-social behaviour, the effects ASB has on others and what action can be taken against people who cause offence.

Recommendations

- 2.44 The opportunity to speak to teachers, governors and young people highlighted to the Task and Finish Group the reduced opportunity for interaction between the police and schools. The Group therefore recommend **that each of the councils in the Cleveland Police area investigate the possibility to have appointed a Governor Liaison (Community Liaison Governor) for every school.** Their role would be to link with police/enforcement/resident associations/other schools. Neighbourhood police would then not have to deal with individual schools but with an identified governor to disseminate information. The Group also recommend that **the PCC and police utilise consultation and engagement officers to coordinate and disseminate information to Community Liaison Governors.**
- 2.45 The Group believe that improved discussions and between the Police Commissioner's Office, the police, and community safety managers would assist to build relationships with schools and young people. The Group therefore recommend **that the PCC Office registers an agenda item on Head Teacher and Governor forum meetings in each of the local authority areas.**
- 2.46 Whether to suggest It was recognised that lots of people volunteer to work in justice system so this might appeal to a similar cohort to avoid young people starting to commit ASB or crime. A project could therefore be developed to attract volunteers, for example from universities, and if successful and numbers of volunteers were good then they could be shared across the four local authority areas as the messages should be consistent unless specifically targeted in one location. The Group recommend **investigating whether a volunteer programme could be established using young people volunteers in schools to engage with their peers about community safety issues.**
- 2.47 In recognition of the growing role of police officers in schools across the UK, the National Foundation for Educational Research funded a scoping study of practice in this area (Police Officers in Schools: A scoping study. October 2011). The study explored:
- the range of ways that police are working with schools
 - the impacts of this kind of work
 - the challenges experienced, and
 - the key ingredients for success.
- 2.48 The study indicated that police working with schools results in a wealth of benefits for the police, for schools, their teachers and pupils, and for the wider community. The report contained a number of recommendations that were aimed at achieving those benefits. The Group recommend **that the PCC and Cleveland Police determine the feasibility of the report recommendations.**

The benefits of police in schools



From Police Officers in Schools: A scoping study. October 2011

Community Safety Work within in Schools - Redcar & Cleveland

Number of schools:

44x Primary

11x Secondary

3x Special Schools + EOTAS

1. *What types of lesson/message/interaction is/can be delivered in schools, the percentage of schools that receive lessons/messages/interaction, and the age groups you work with?*

A wide range of community safety messages are currently delivered in schools and colleges, predominantly by the Anti-Social Behaviour Team with support from Key Partners including the Police. Different sessions/messages are delivered to all school-aged young people from Primary school through to College students, with sessions/messages tailored for the different age ranges and educational capabilities of the pupils in question.

There is presently not a set timetable of specific sessions to be delivered in schools as the work is very much intelligence-led and tailored to emerging incidents of ASB as they arise or a particular type of behaviour that is historically experienced during holiday periods. The CSP have developed a Forward Planning Calendar to identify these seasonal issues such as increases in fire setting, criminal damage and general youth-related ASB during the Halloween and Bonfire period for example, in addition to emerging issues highlighted at joint monthly meetings. Examples of Actions carried out in schools as result of this process include:

- Joint School Visits and Assemblies on ASB, fire setting and associated incidents in all Primary and Secondary schools carried out by the ASB Team, NPTs and Fire Officers at key times of the year
- Joint Assemblies and Sessions delivered within all Secondary schools and Colleges to highlight the serious consequences of shoplifting to discourage any young people who may consider committing crime at key times of the year

The Stepping Stones project was devised by Lisa Manders, R&CBC ASB Officer and is delivered by the ASB Team with the support of NPTs and/or Community Protection Officers to all Primary schools to illustrate through role play and visual aids the negative effects of ASB and promote good citizenship to all school children from an early age. The Stepping Stones project was a National Finalist in the ASPE 2011 awards, under the Best Community & Neighbourhood Innovative category.

A 12-week ASB Ambassador course covering ASB awareness, tier 2 interventions and peer mentoring was developed in the last year and delivered 'in Rye Hills and Redcar Academy Secondary schools as these schools have been highlighted as having significant numbers of pupils involved in ASB locally.

Disability Awareness sessions have been delivered to Handale, Dormanstown, St. Joseph's (Loftus), Lockwood, & New Marske Primary schools: these schools were highlighted as having a number of pupils with disabilities, with the exception of New Marske Primary School which was selected as a flag ship school for Hate Crime awareness. This work was carried out in partnership with Little Cog and Skills for

People, who successfully obtained funding for this work through the Coast & Country Housing participatory budgeting project.

All Primary schools are invited to bring their Year 6 pupils to the annual Crucial Crew event in June which is organised and delivered by the Community Safety Partnership. On average, approximately 65% of all our Primary schools take up this offer, with around 1,000 Year 6 pupils taking part in the event every year. The scenarios and topics covered during Crucial Crew include:

- Redcar & Cleveland Borough Council's Antisocial Behaviour Team delivered a scenario on eSafety;
- Redcar & Cleveland Borough Council's Neighbourhood Officers delivered a scenario on road safety and how to be safe on dark nights when crossing the road;
- James Cook Hospital Foundation Trust's Health Improvement Service provided a scenario on the health risks of smoking;
- Cleveland Fire Brigade's scenario was set in a bedroom showing young people what to do if there is a fire within their home and how to keep safe;
- Northern Powergrid delivered a scenario which shows young people the dangers of electricity pylons and sub stations;
- British Transport Police delivered a scenario on railway safety and the potential consequences of playing on or near railways;
- A volunteer from the Royal Lifesaving Society delivered a scenario on being safe in the water and what to do if you got into difficulty on the coast or at sea.

2. *Are there opportunities for shared delivery of lessons/messages e.g. combating hate crime across the four local authority areas?*

A number of the topics covered will be issues also experienced by the other Districts so there is certainly scope to explore opportunities for joint delivery.

3. *What are the main challenges/barriers met for delivery of lessons/messages/interaction in schools?*

Due to the curriculum constraints and other educational requirements on schools, particularly the Upper Year Groups within Secondary schools, mean that they are not always able to accommodate longer sessions outside of those delivered within assemblies.

4. *Are changes to your service being proposed and, if so, how will this affect the delivery of services to schools?*

As with all Public Sector organisations, we are implementing significant internal restructures within the Organisation which may have an impact on the capacity of Officers to continue to deliver the sessions as outlined above.

5. *What support is needed from the police to deliver lessons/messages?*

A commitment from the Police to provide support to deliver the types of sessions described above as appropriate.

Community Safety Work within in Schools – Stockton Borough

What types of lesson / message/ interaction is / can be delivered in schools

All schools within the Borough of Stockton are offered the sessions free of charge by the Council's Community Safety Team with support in some cases from PCSO or Fire Service. Within the Borough there are **13 secondary schools** and **59 primary schools**, targeted sessions have been delivered in 60% of secondary schools and all primary schools are targeted through Crucial Crew followed by specific sessions identified through intelligence from Police meetings along with direct requests from schools.

The Roach Campaign:

The Roach 'Crimestoppers' campaign is a one hour free lesson that is offered to all Y6 and Y7 pupils in the Stockton Borough, the lesson is delivered by the community safety, this is so we can give out the appropriate crime related messages/ figures for that specific area and give the current and correct information regarding enforcement action. The lesson can be delivered through the PSHE lessons within the school timetable. The lesson itself is based around 10 cockroach characters that all depict an act of crime and anti-social behaviour, these cockroaches encourage discussion topics on various crimes and anti-social behaviour and take a teleological approach in looking at effects upon the community, improving community relationships and consequences of anti-social behaviour.

One of the ten Roach characters is named 'ALCHO' he is an alcoholic/ intoxicated, when faced with this roach the discussion looks at what alcohol does to the body and why alcohol may influence a person to commit crime and asb. We also look at underage drinking, why alcohol has a greater effect on young people, how yp can become very vulnerable when drinking. We also look at alcohol and the law and the penalties a yp could be faced with when either trying to buy alcohol or drinking alcohol, and the penalties of asking a adult to buy for them. Each Roach character brings facts about that particular crime type.

The project is an innovative interesting and fun way to develop young people's knowledge of how they can report crime and anti-social behaviour, the effects it has on others and what action can be taken against people who cause offence. Giving young people a wider awareness of what is actually criminal activity and should not be regarded as 'fun'.

More information on these characters is available at; www.saferstockton.com where you can view the cockroach characters and look at the online reporting form.

Year 8 – Young Victims / ASB and recognising and reporting Hate Crime

This lesson links in with Citizenship Class lessons developing knowledge on different types of anti-social behaviour and becoming a responsible citizen, and recognising others members of the community and how their actions could affect them.

Objectives:-

This lesson highlights to you that we know that young people can be victims of crime and anti-social behaviour just like adults. We know through the Roach campaign that young people often do not report the crime and asb they see. What is more worrying is that we also recognise that young people are also victims of crime and asb and don't go to anybody for help or support. All Students will be able to recognise different types of anti-social behaviour and understand who could be a victim, and consider their behaviour when out with peers, and the choices they have to leave the group when they behaving in an inappropriate manner. This session raises awareness of what hate crime is, along with the different strands within this category. Most students will gain knowledge of other people in the community treating them with respect and changing their behaviour so as not to make others feel like a victim. Knowing they always have a choice. Providing YP with knowledge and understanding of the impact of the effects of committing anti-social behaviour for the community, change their behaviour accordingly and report inappropriate behaviour, and leaving the group they are with.

Anti social behaviour and alcohol lesson in secondary schools

This lesson is offered to Y9, 10 and 11's and looks more deeply into alcohol; the effects on the body, alcohol and the law and alcohol with its connection to anti social behaviour. Each lesson is tailored to each year, so for example more detail with the law will be completed with the Y11's and asb with Y9's and Y10's. The lesson is delivered by the community safety and is delivered as part of the PSHE timetable.

The lesson firstly asks the young people to think about what asb may be and asks for as many examples as possible. Once the class has a grasp of what constitutes asb and the difference to a crime, we then steer the group into think about how alcohol may influence yp to commit crime and asb.

The lesson focuses upon a mix of discussions, scenario group work and question and answers. One part of the lesson does use shock tactics this engages the class and provokes many curious questions that are valuable to the class. The shock tactic used through showing the class 2 or 3 newspaper articles from the past 5 years that show the risks of drinking too much alcohol. One is a young man, graduate with a high paid job, who copied a drinking game in a popular teenage film and died. The lesson also looks at the media and representations in the media of alcohol and how you shouldn't mistake this for reality. The focus of the session is to use real life situations that the asb officers have come across when patrolling.. this also provokes questions.

Finally, the lesson focuses upon the consequences and penalties, the asb officer will speak and show the class an example of an AS 13 form.

A combination of the session above is tailored to younger secondary year groups (Y7 & Y8) this focuses on choices and making the right decision not to get involved in committing asb.

Beer goggles and drink driving

This lesson/ activity can be delivered to anybody who wants it! it doesn't have an age limit. In the past i have delivered to the Junior Neighbourhood Watch groups, work places and colleges and the university.

This activity uses beer goggles and the Playstation driving game to depict drink driving. It is very fun, interactive and gives out a strong message to players. When delivering this activity within schools it is accompanied with a work sheet on alcohol, the body and drink driving, questions are answered and the session can be anything from 30 mins to 1hr and half.

Risk Taking Behaviour PSHE programme for year 7 - 11 in secondary schools

Sessions were created for all PSHE lessons for all year groups in secondary schools. The 'Risk Taking Behaviour' planning group consisted of members from; teenage pregnancy, community safety, STASH, Northfield School, Healthy schools and school effectiveness. A full PSHE timetable was developed, the lessons are made up from all risky behaviours including, sex, relationships, drugs, STI's, asb, body image etc etc . Alcohol is featured in 2 or 3 lessons for each year group and covers every aspect of alcohol and the associated risks. We have tailored lessons to fit with the curriculum guidelines and worked with Northfield school to ensure it was developed and received in the right way. Files were developed with lesson plans and useful links to websites and other useful materials, some sessions could only be delivered by specific professionals.

Cyberbullying and Internet Safety

Formerly a lesson provided by the Police Schools Liaison Officer, a presentation to young people tailored to the age group that provides information on how to safely use the internet. With an emphasis of recognising who is a friend and who are their acquaintances. This provides real life examples.

Weapons Awareness

The session uses interactive tasks throughout incorporating real life stories (impact education) and images of injuries sustained through weapons. Students are given the chance to share any stories they may have and look at the process of reporting anyone they are aware of carrying a weapon. We look at how lower level ASB can lead onto a path of gang related culture and becoming involved in more serious crime.

We talk briefly about give respect get respect and the two way process relating to this and incorporate the following points below.

- To know why people carry knives
- To know the consequences of carrying a knife
- Understand how the law works relating to carrying knives

Are there opportunities for shared delivered sessions e.g. combining Hate crime across the four local authorities?

We work very closely with any relevant agency to deliver consistent messages and try to organise all sessions in schools relating to community Safety and ASB through The Council's Community Safety Team. This currently involves PCSOs and working closely with the Fire Service to agree on key messages to be delivered and avoid duplication of going into schools.

What are the main challenges / barriers for delivering lessons / messages and interaction in schools?

The main barrier is getting into all schools, some are reluctant to engage with agencies. However, we often find that a joint approach when targeted schools initially will help to show the need for the targeted sessions within schools.

Are changes to your service being proposed and, if so how will this affect the delivery of service to schools?

The loss of the Police Schools Liaison Officer has left a higher demand on the number of schools that the SBC Community Safety Officer now attends, but this is still at a manageable level at the moment utilising support from other key officers that are experienced in delivering sessions to young people.

What support is needed from the Police to deliver lessons/messages?

To keep a co-ordinated approach to continue to share what messages and where these messages are being delivered. Continuation of joint approach with assistance from PCSO's as and when they are available to support the aforementioned sessions.