

# Safer School Partnerships

MAINSTREAMING



© Crown Copyright 2006

Produced by the Department for Education and Skills, supported by the Home Office, Association of Chief Police Officers (ACPO), Youth Justice Board (YJB).  
Extracts from this document may be reproduced for non commercial education or training purposes on the condition that the source is acknowledged.

Section	Title
1	Foreword
2	Introduction
3	What this publication can do for you
4	Learning to date
5	Taking SSPs forward
6	How does the SSP fit local agendas?
7	Organisational benefits
8	Audit to action
9	Intervention levels
10	Taking action
11	Resources

## Acknowledgements

Authors and consultation team: Les Hossack, Pauline Hancock, Barbara Cotterill, Doug MacNicoll, Jo Lee and Simon Talbot for Crime Concern and on behalf of the **Safer School Partnerships - Project Steering Group:**

Department for Education & Skills – Helen Kay, Sahar Qasim and Nurten Yusuf

Home Office – Bernard Lane, Subash Sharma and Abbie Lloyd

Youth Justice Board – Bob Ashford, David Harvey and Jon Burgess

Association of Chief Police Officers – Charles Clark and Ian Carter

Neighbourhood Policing Programme – Brian Livesey

ConFed – Chris Waterman

Thames Valley Police – Neil Coolman and Graham Waddington

George Green's School – Kenny Frederick

**For further information please contact:**  
[sspmainstreaming@crimeconcern.org.uk](mailto:sspmainstreaming@crimeconcern.org.uk)

Safer School Partnerships (SSPs) have been hugely successful since their launch in September 2002. At the outset there was a target to have 100 police officers working in schools. The expansion since then has been tremendous and numbers continue to grow far beyond expectations, as local areas throughout the country adopt this way of working together.

The work of Safer School Partnerships is inspiring, representing a new approach to police involvement in schools. It links closely to the commitments the Government has made through Every Child Matters, especially in working towards outcomes of Staying Safe and Making a Positive Contribution.

The focus of Safer School Partnerships is early intervention and prevention. The schemes encourage the police, children and young people to build good relationships, trust and mutual respect. Police officers working in partnership with schools under this scheme continue their operational policing approach, but do so in a way that fulfils a prevention and deterrence role, and supports victims of crime.

The Association of Chief Police Officers has been involved in the development of Safer School Partnerships from the outset to ensure the work of police in schools remains operationally focused whilst reducing crime, anti-social behaviour and promoting better behaviour in schools and local communities. Where SSPs are most effective they are seen as an integral part of local neighbourhood policing and *not* merely as a police officer attached to a school.

Schools and police forces are beginning to realise the many benefits of this type of close partnership working. Together, they can identify, support and work with children and young people at risk of victimisation, offending or social exclusion. This guidance identifies a wide range of benefits local agencies have gained from working in partnership, including a reduction in truancy, anti-social behaviour and offending, and an increased dialogue between children, young people and the police.



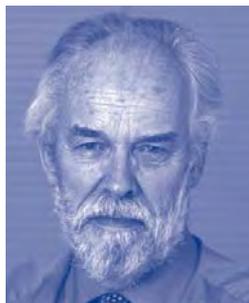
Sue Hughes



Hazel Bleas



Charles Clark



Ross Morgan

We all recognise the difference this partnership working has made to the schools and local police forces involved. We have therefore issued this guidance jointly to enable all schools and police forces who wish to use this approach to do so, and to benefit from lessons learned.

We sincerely hope that this guidance will encourage more schools and police to engage in this type of early intervention and preventive work and that it illustrates the different ways, and reasons why, schools and police forces should become involved in this approach.

In developing the guidance over the last few months we have worked closely across Government and with our many key partners, both nationally and locally. We would like to thank them for their valuable involvement.

We would also like to take this opportunity to thank the very first schools and police forces involved in Safer School Partnerships. Their investment of time and trust has helped to make Safer School Partnerships a real triumph.



### the vision

A shared collaborative response to issues affecting the school community enabling:

Schools to be a safe and secure environment for staff, pupils, parents and visitors

All pupils to feel positive about going to school, without feeling threatened or intimidated, which contributes to young people maximising their potential and learning

The building of trust and relationships with young people, who recognise their responsibilities and develop a respect for their peers and the wider community

This document provides guidance on the mainstreaming of the Safer School Partnerships (SSPs) programme to enable local multi-agency partnerships to benefit from this initiative. The document will provide a route map for multi-agency partnerships, allowing them to determine the appropriate level of response in given circumstances and to meet the needs of local partners and neighbourhoods. Learning points and key principles are highlighted throughout.

Since 2002, Safer School Partnerships have developed without a clear local strategic support framework. The opportunity now arises to embed Safer School Partnerships into local prevention arrangements, and this forms the focus of this mainstreaming document.

The commitment to mainstream the Safer School Partnerships programme by the Department for Education and Skills (DfES), Home Office, Youth Justice Board (YJB) and the Association of Chief Police Officers (ACPO) is evidence based, building on the success and achievement of the programme: as a partnership approach to crime prevention, school safety, behaviour improvement and educational achievement. There is also recognition of the many different ways the programme integrates with the wider prevention agenda, the Children Act 2004 and other initiatives such as Every Child Matters, the proposals in the Respect Action Plan, Local Area Agreements, Prevent and Deter, Neighbourhood Policing and Extended Schools.

*A secondary school Head Teacher stated that the Safer School Partnership is: "One of the best initiatives we have ever had. The beneficial impact that it has had on the school is massive."*

*"Would be looking for a multi-agency response to provide a safe and calm school environment"*

*Head Teacher (London)*

Police, schools and other agencies are essential partners in the prevention of crime and anti-social behaviour. A safe environment for the school community promotes respect, responsibility and civility, and enhances the prospects for maximum educational achievement. Safer School Partnerships provide a way forward for local partners to deliver these outcomes for children, young people, parents and their communities.

### learning points

- ✓ Partnership approach required for crime prevention, school safety, behaviour improvement and educational achievement
- ✓ The Safer School Partnership should be embedded into local prevention arrangements
- ✓ The importance of recognising how the programme integrates into recent initiatives, such as Every Child Matters

# What this publication can do for you

This guidance will help you identify how your agency can benefit from a Safer School Partnership (SSP). It will provide a practical approach to implementation, ensuring you can maximise the potential the programme offers. A framework is provided for assessing how you might create an SSP according to the characteristics and needs of your area, and how this fits with the broader priorities of all local agencies.

A Safer School Partnership is a collaborative approach between a school, police and other local agencies working towards the following aims:

**SSP aims**

- To reduce the prevalence of crime, anti-social behaviour and victimisation amongst young people and to reduce the number of incidents and crimes in schools and their wider communities.
- To provide a safe and secure school community which enhances the learning environment.
- To engage young people, challenge unacceptable behaviour, and help them develop a respect for themselves and their community.
- To ensure that young people remain in education, actively learning, healthy and achieving their full potential.

At present this approach can take different forms depending on funding, the views of the school and the local policing strategy in respect of schools.

Current arrangements include:

- A fully operational police officer based full-time in a school working closely with a member of the school's senior management team, project worker and administrator.
- Police officers seconded to Behaviour and Education Support Teams (BESTs) and working with this multi-agency partnership in a secondary school and its feeder primary schools.
- Police officers, both full-time and part-time, mainly providing reactive support to a cluster of schools in SSP style of policing.
- Police officers or police community support officers (PCSOs) based with the neighbourhood policing team, working part-time in a problem solving as well as educational role.

*“Exam results have improved since we have had the SSP – this is a spin-off of the work they are doing to support the students and make the school a safe place to be.”*

*Deputy Head (Liverpool)*

This publication will help you to consider how SSPs fit into your neighbourhood policing strategy and the needs of your local schools (see section 9).

## Benefits and opportunities

The following is an illustration of some of the benefits of a Safer School Partnership working in collaboration with other local initiatives, see also section 6:

**benefits**

- improved pupil safety, safer working environment and safer communities
- reduced rates of truancy and exclusions
- reduction in offending and anti-social behaviour
- improvements in educational attainment
- multi-agency problem solving
- improved partnerships working
- improved relations between young people and the police
- increase in the respect for young people and the respect that they have for their fellow students and the wider community
- enhance partner performance against targets



A Safer School Partnership will provide the following opportunities:

**opportunities**

- the school community embraced into a partnership approach to prevention
- significant scope for crime reduction and linkage into local prevention strategies
- support in the achievement of Every Child Matters outcomes
- enhanced partnerships that facilitate improved school safety
- an approach consistent with the ethos of neighbourhood policing – ‘Right people, right numbers, right place’
- greater community support for both the school and local police
- improved engagement with parents to address behavioural issues

*“The thousands of children who are not in school on most days have become a significant cause of crime. Many of today’s non attendees are in danger of becoming tomorrow’s criminals and unemployed.”*

*(Social Exclusion Unit Report 1998)*

**key principal**

**Joint working**

SSP recognises the potential for joint working with other agencies/initiatives involved with young people, including:

- multi-agency delivery plan
- network meetings
- written information sharing protocols

**Targeted intervention**

SSP includes a process for identifying at risk young people in the school, such as:

- a database of at risk young people
- reports provided to school management on specific young people

**learning points**

- ✓ A flexible collaborative approach is needed between a school, police and other relevant agencies
- ✓ SSPs assist in the reduction of truancy rates and exclusions leading to enhanced educational attainment
- ✓ SSPs assist in the reduction of offending and anti-social behaviour which improves pupil safety, creates a safer working environment and safer communities
- ✓ SSPs assist in the identification of vulnerable children and young people

### Background

With origins in the United States the Safer School Partnership was piloted by Thames Valley Police in Banbury using restorative principles and by the Metropolitan Police in Southwark, supported by the Roehampton Institute.

It was adopted by the Department for Education and Skills (DfES) in April 2002 as a response to the Street Crime Initiative and was developed collaboratively by the Youth Justice Board (YJB), DfES, the Home Office, the Association of Chief Education Officers and the Association of Chief Police Officers (ACPO) through the introduction of 100 police officers in 100 schools in selected Street Crime Areas. Four of these partnerships were established as pilot projects and fully funded by the YJB. These were located in Merseyside, South Yorkshire, Thames Valley and Metropolitan Police Forces.

### Success of the Safer School Partnerships

Since the introduction of the programme, research by the University of York, Policy Research Bureau, EMIE and KPMG, reviews undertaken by individual partnerships and police forces, and consultations undertaken by Crime Concern as part of the YJB's Prevention Programme Support all indicate strongly that SSPs have been extremely successful and beneficial to the school community.

There is evidence that offending behaviour has reduced and that the programme has sought ways of identifying and working with children and young people at risk of becoming victims or offenders. It has achieved the objective of reducing truancy rates and total absences. Its most significant impact has been in providing safer school environments and safer routes to and from school. Pupils and staff report that they feel safer since the programme was introduced.

*"I said I would leave if I had to have a police officer in my school. Now I would say it is probably the most successful initiative we have introduced."*

*Head Teacher*



Other evidence of success:

### Improved safety

#### Essex Police SSP Survey:

- 58.5% of 822 pupils either agreed or strongly agreed that they felt safer due to the presence of a police officer in school
- 84% of parents report that they think that their child is safer in school due to the presence of a police officer
- 59% of staff stated that they felt safer in the presence of a police officer in the school

#### Sheffield – Waltheof School Pupils (ACPO/YJB SSP):

- 79% felt safer with a police officer in the school
- 87% said it was good having a police officer in the school

### Offending behaviour reduced

City of Westminster reported a 29% reduction in youth street crime in the vicinity of SSP schools and a 20% reduction in exclusions.

Essex Police (Apr – Nov 2004 in Colchester, St Andrews Ward):

- 15% reduction in all crime
- 48% reduction in burglary
- 14% reduction in youth nuisance
- 41% reduction in criminal damage

### Permanent exclusions reduced

In the non YJB/ACPO Safer School Partnerships there has been an average reduction in permanent school exclusions from 4.08 to 1.64 after the intervention.<sup>1</sup>

### Truancy reduced

YJB/ACPO Safer School Partnerships recorded a 0.97% reduction in truancy between the two years 2001/02 and 2003/04 compared to an increase of 1.13% in comparison schools.<sup>1</sup>

<sup>1</sup> Monitoring and Evaluating the Safer School Partnerships (SSP) Programme – Youth Justice Board for England and Wales 2005

*“One of the School Based Police Officers was asked to view CCTV footage in relation to ongoing incidents of ASB on a large private housing estate which was blighting that community. He identified several young people who were pupils at one of ‘his’ schools who would not otherwise have been identified, several of whom were later charged with Class A drugs offences”*

*Police Officer (Wigan)*

### The importance of partnerships

The most successful Safer School Partnerships are those where there is a strong partnership approach. The full support of key stakeholders in schools is an essential component, as well as interactions with other school-based initiatives with a complementary approach towards a common behaviour policy, e.g. Behaviour Improvement Programme (BIP). The work of the programme needs to be integrated into the core systems and management structures of a school, with the role of a SSP police officer as part of a holistic approach to behavioural improvement.

Contributing to the programme has been partnership working, with strong links into other local initiatives such as Youth Inclusion Support Panels (YISPs), Youth Inclusion Programmes (YIPs) and Junior Youth Inclusion Programmes (JYIPs), as well as support from other partner agencies such as the local Youth Offending Team.

*“All round support is needed to lift this school from its ethos of low expectation and poor results”*

*Deputy Head (Nottingham)*

Additionally SSPs have successfully worked in partnership with local bus and train companies, in conjunction with the British Transport Police, to provide safer routes to and from schools for the benefit of pupils, staff and other fare paying customers. This included raising the safety awareness of pupils, developing a respect culture for transport staff, the provision of training to transport staff and some restorative sessions between transport staff and pupils.

*“SSP needs to work in collaboration with the Education Improvement Partnership locally, not in isolation and must be based on the auditing of school needs”*

*BIP Co-ordinator (Plymouth)*

Key principal	Steering groups
	SSP has a Strategic Steering Group and a Local Management Group in place (or acceptable alternatives) with: signed terms of reference
	Joint working
	SSP recognises the potential for joint working with other agencies/initiatives involving young people through:
	Children and Young People’s Plan - multi-agency delivery plan
	network meetings
	written information sharing protocols - (information sharing and assessment)
	Common Assessment Framework

**Whole school**

The Safer School Partnership has provided opportunities for the police and young people to communicate in a way that enhances young people’s understanding of the role of the police in society and underpins the lessons of citizenship. It has assisted in gradually breaking down traditions of suspicion and non co-operation, with increased numbers of young people and parents reporting incidents that would in the past have gone unreported. This has been easier to achieve where the officer has the chance to engage with the majority of young people in a school.

*“The relationship between police and young people here is not particularly good... This could be solved by police being in schools on a more regular and permanent basis and extending their role beyond the issue-based educational input – we can do that in the teaching profession”*

*BIP Co-ordinator (Leicester)*

SSP police officers have additionally assisted schools in their work with parents by providing advice and guidance, whilst also addressing behavioural issues that confront school staff.

*“One of the major outcomes of having a police officer on site has been the turn around in our students’ attitude towards the police officer. He is seen by the students as someone to whom the students can approach, discuss issues with and gain help and support. This has spilled over into diffusion of possible confrontations on the street merely by the presence of that known officer.”*

*BIP Manager – SSP Conference 2005*

### Make A Positive Contribution (ECM outcome)

Young people are encouraged to participate in decision making and increase their involvement in the community and environment. Benefits include:

- increased reporting of crimes/incidents
- reduction in incidents in and around the school
- improved relationships with local community
- peer mediation
- reduced level of offending
- young people participate in decision making

### Labelling (dispelling negative impressions)

Some school governors and head teachers were anxious about the effect the presence of a police officer would have upon their school's reputation.

Negative impressions were anticipated, despite schools facing the same difficulties as found in many neighbourhoods. However, in reality the police officer was able to bridge the gap between the school and the community, providing reassurance to staff pupils and carers, with schools reporting that they now feel positive about an officer's presence.

Police officers have created a positive impression through their regular presence in and around the school; by working closely with staff, pupils and carers to address incidents and issues in a fair and just manner; by providing support to the work of school staff; and by demonstrating skills and qualities that have enhanced the reputation of the police and the school.

*“Visitors sometimes think we have major problems when they see our SSP PC and we had trouble in the early days convincing the governors that a police officer dedicated to the school was a good thing. In the event our most vociferous objectors have become the strongest SSP supporters which says a lot for what the SSP has done in the school”*

*Deputy Head (Liverpool)*

- ✓ The full support of the school's key stakeholders is an essential component
- ✓ Good interactions with other school-based initiatives are needed
- ✓ The Safer School's police officer needs to be a member of the school's management team
- ✓ Wider partnership working with strong links into other local initiatives and support from other partner agencies are key
- ✓ Breaking down traditions of suspicion and non-compliance is easier to achieve in a whole school approach



This section builds on learning from current partnerships to assist areas that want to develop an SSP. In addition, the table commencing in section 9 will help you to analyse the appropriate level of response for the needs and priorities of your area.

### Critical success factors

The following are critical success factors that have emerged since the inception of the Safer School Partnership programme:

#### critical success factors

- Establishing a Strategic Steering Group and a separate Management Steering Group
- Establishing protocols between the police, school and other agencies
- The work of the Safer School Partnership is embedded into overall school behaviour policies
- Full integration with other prevention initiatives and included in wider local prevention agenda
- Effective recruitment, training, development, promotion and retention of police officers
- Motivated police staff with the appropriate skills and abilities
- Clear objectives and targets and mechanisms for measurement of outcomes
- Assessing school need and policing priorities
- Overcoming the lack of co-terminosity of agency boundaries
- Integrating SSPs with Neighbourhood Policing
- Effective information sharing
- Focused interventions targeted by the Police National Intelligence Model

### Steering groups

In order to balance the needs of having strategic management input into the Safer School Partnership, whilst also ensuring relevance on a day-to-day management basis, a two-tier steering group approach should be adopted, where no other suitable strategic/management grouping exists. The higher group, which for the purpose of this guidance is referred to as the Strategic Steering Group, should focus on management decision-making and the strategic direction of the Safer School Partnership, whilst the Management Steering Group should focus on the practicalities of managing the partnership on a day-to-day basis. The two groups have distinct and separate objectives and it is therefore not appropriate to combine them. Doing so is likely to create too large a group, with too wide an agenda to be effective.

**Further information on steering groups and terms of reference can be found on the Resource CD.**

#### key principal

##### Steering groups

SSP has a Strategic Steering Group and a Local Management Group in place (or acceptable alternatives) with:

Signed Terms of Reference

## Protocols

Where there have been no clear protocols between the police and the school there has been a lack of clarity over the role of the police officer within the school, poor communication and inadequate sharing of information. Whilst some schools were missionaries for the SSP programme, others were concerned that having a police officer based on site would generate a detrimental image of a school in terms of its ability to maintain pupil safety. Others were initially unconvinced of the benefits or sceptical and suspicious of the officer's role. This led to instances of police officers being used inappropriately to deal with minor issues, that is, to compensate for ongoing problems of poor school discipline rather than assisting in overcoming them. In some cases schools and/or individual teachers failed to co-operate with the police by either refusing to share information or by actively dissuading parents or pupils from reporting incidents to the police officer.

Two levels of protocols need to be established – one at a strategic level and the other at an operational level.

## Strategic protocols

The development of strategic protocols will need to incorporate a commitment to how the Safer School Partnership will become, and remain, integrated with the work of other partner agencies providing services to children and young people.

It will also need to include the following:

- The level of commitment that each partner agency is able to make in terms of resources, and relevant time frames.
- An agreement of the overall aims and objectives that they wish the Safer School Partnership to address at a local authority level, with clearly defined targets.
- The development of an overall policy for the exchange of information and Data Protection protocols.
- Child protection policies.
- An overall governance framework, including management frameworks and accountability.
- A decision as to which of the Safer School Partnership interventions will be applied to each of the individual secondary schools in the authority that are to be included within the programme.
- Mechanisms for joint working within the wider crime prevention agenda.
- Procedures for liaising with agencies outside of the authority's boundaries.
- Consideration of workforce training implications.

**Examples of strategic protocols and the guidance on information sharing, issued jointly by ACPO and the YJB, are included on the Resource CD.**

## Operational protocols

It is of critical importance that protocols are in place to ensure clarity on the role of the officer in relation to the school's discipline policy, the sharing of information and management frameworks, as well as integration with crime reduction initiatives located externally. The protocol will need to be developed with representatives from all areas of the school, the police officer who is to be based

*“Very dependent on relationship between officer and relevant member of Senior Management Team; latter needs to be clearly identified (In the case of another Bristol school where SSP did not work out, school contact was not clearly identified and was not a member of SMT)”*

*Police Inspector (Bristol)*

*“Lack of knowledge by school about sustainability of police officer deployment – no assurance of officer role continuing – funding issues, and no exit strategy exists.”*

*Deputy Head (Bristol)*

within the school and his/her line manager within the police as well as other service providers based both within and outside of the school setting. This will ensure a collective ownership that will facilitate a full level of support and co-operation.

The protocol should include the following:

- The hierarchy of sanctions in relation to different aspects of the behavioural improvement strategy.
- The roles of different parties within the school in ensuring the consistent application of these sanctions.
- Appropriate arrangements for information exchange within the school and externally.
- Provision for joint decision making with regard to particular cases involving pupils as victims and offender, as well as those at risk of becoming either.
- Agreed systems for recording incidents involving pupils not only in schools but on the way to and from school and outside school during school hours.
- Clarification of where immediate line management responsibilities rest.

The protocol will need to be realistic, taking into full account both the content of strategic protocols for the Safer School Partnership programme agreed at a local authority level, and the Local Crime Prevention and Children and Young People's Strategy. It will also need to be consistently reviewed to ensure it remains appropriate and applicable to needs.

**Examples of protocols can be found on the Resource CD.**

key principal	<b>Partnership set-up</b>
	SSP has been formally set-up with: signed protocol Service Level Agreement (where necessary)
	<b>Action plan</b>
	SSP has an up-to-date high quality action plan that is: written regularly reviewed and updated contains termly targets and objectives monitored and feedback to steering groups

### Integration within the school setting

As a stand-alone programme the Safer School Partnership cannot reach its full potential or be as successful as when it is fully integrated into school policies, such as school behaviour policies, or into other school-based initiatives such as BEST. Since its inception some schools insufficiently integrated the work of the Safer School Partnership into the mainstream working of the school. In some cases officers were not always aware of what relevant services were available within the school, how to access them or whether they would be able to seek their co-operation. On some occasions other partners working within the school failed to involve the officer when appropriate. A number of officers reported having a good working relationship with the BEST team, but the majority felt that their working relationship could be enhanced through a more co-ordinated, joined-up way of working.

*"I would like to see regular police involvement in all the BESTs – the teams have achieved tremendous results and would probably have achieved a lot more if there had been a proper police input"*

*BIP Co-ordinator (Hull)*

## Behaviour management

SSP officers have a role to play in implementing the Respect Action Plan. Officers in many cases already work closely with schools and local authorities in cases of truancy and misbehaviour. Officers can contribute as part of multi-agency teams identifying families with problems which may necessitate the use of statutory parenting interventions such as parenting contracts and orders. Where appropriate, they should play a part in the process of administering acceptable behaviour contracts (ABCs) and can apply for anti-social behaviour orders (ASBOs) through the courts.

## Restorative approaches

Safer School Partnerships are in a strong position to develop restorative approaches to tackle offending behaviour, bullying and victimisation. Such restorative conferences can be used to reduce the use of exclusions or, when exclusions cannot be avoided, to support the successful reintegration of the excluded student. School staff can use restorative approaches more informally in dealing with behaviour problems and peer mediation can also be used. Successful implementation of restorative approaches requires clear leadership, an understanding and commitment from all stakeholders (including parents), full integration into the school behaviour policy and fully trained staff with appropriate management and support. For more information on restorative approaches in schools see: [www.youth-justice-board.gov.uk/RestorativeJustice/RJinSchools](http://www.youth-justice-board.gov.uk/RestorativeJustice/RJinSchools)

*“In pilot projects, over 90% of restorative conferences reached satisfactory, lasting agreements, which pupils felt were fair and 89% of the pupils were satisfied with the outcome. Staff reported improvements in student behaviour.”*

*Youth Justice Board 2006*

### Behaviour management

key principal

Within the school the SSP is recognised as having an important active role in behaviour management:

- Involvement in meetings to discuss ‘at risk’ young people
- Assisting on the preparation of Action Plans / Pastoral Care Plans for ‘at risk’ young people
- Involvement in pre/post exclusion interview

## Integration into wider prevention agenda

The development of an effective partnership approach to crime reduction is essential for the creation of a school environment in which the aims of Every Child Matters can be achieved. However there have been instances where, in addition to poor integration within school behaviour policies and integration with other school-based initiatives, there has been insufficient integration of the Safer School Partnership into the wider prevention agenda and inclusion in localised prevention strategies. This has inhibited the programme from realising its full potential, as it has been unable to gain access to the support and provision of services that other local initiatives such as YISP, YIPs and JYIPs can provide. It also has an impact on the coherent intervention packages that have been provided for young people, as there has been no clear mechanism for integrating the work of the police officer with the work undertaken by other initiatives.

Failure to integrate the Safer School Partnership programme has resulted in an overlap of provision or at worst, gaps in provision, which have remained unidentified. The development of children’s services, Local Safeguarding Children’s Boards and Local Area Agreements should allow for a more complete integration.

### Local prevention and children and young people's strategies

The introduction of policing in schools through the SSP approach has proved to be an excellent example of joint working empowered by the Children Act 2004. By focusing on improving outcomes for all children and young people, all of the children's services may support the partnerships.

The Safer School Partnership should form one component of wider strategies for children and young people. This needs to be negotiated with all key stakeholders, including the local police forces, individual schools (governors, head teachers and teachers), Local Authority, Children's Trust and Yot, with local accountability achieved through the Children and Young People's Plan for children's services. Some cross reference to CDRPs may help initial development.

It will need to be determined as to how the Safer School Partnership programme will operate within the wider context of the crime prevention agenda and the specific work of programmes such as YISP, YIPs, JYIPs and PAYP. Within the Local Prevention Strategy the way in which the Safer School Programme can contribute towards the overall crime prevention targets will need to be established, with decisions for ongoing monitoring and evaluation against set targets agreed. Mechanisms for information exchange and joint working, training and development will also need to be agreed (including access to the Information Sharing Index, operational in all local authorities in England by the end of 2008).

The impact of the Safer School Partnerships will be assessed in achieving the Every Child Matters outcomes.

#### Strategic relevance

Key principal

The role and purpose of the SSP is embedded in the local strategic bodies and partnerships responsible for crime and community safety (Prevent & Deter), youth crime, anti-social behaviour, education, family support and family welfare, and child and young person's health

Local relevant strategic plans and policies reference SSP

SSP provision reports to relevant strategic planning and policy groups

SSP has been reported to and/or approved by local elected members

### Recruitment, training, development, promotion and retention of police officers

The development of neighbourhood policing, and the integration of Safer School Partnerships within it will make it possible to overcome the difficulties that some partnerships have experienced in relation to the recruitment, training, development, promotion and retention of police officers.

In the past there has been a difficulty in recruiting sufficient numbers of police officers with the right qualities and ensuring that they are willing to stay in the job for a sufficient length of time. Many of the officers who were first appointed to Safer School Partnerships had little experience of work within schools and came from very mixed backgrounds in terms of age and previous experience. They also comprised not only of individuals who had spontaneously responded to a request for volunteers but also many who had been directly approached via their line managers. This second group, in turn, subdivided into individuals who were enthusiastic about the opportunity and challenge of being part of this new initiative and others who were, at best, ambivalent. Having the wrong people in post or having them leave just as they have started to build up necessary relationships to work effectively can be counter-productive.

A significant reason for the difficulty of recruiting police officers into this role related to a prevailing police culture, with little value attributed to the role of an officer working within a school setting, and the impact that this would have on further career development and promotion within the service.

This issue would be resolved by integrating the work of the Safer School Partnership into neighbourhood policing as the perceived value of the Safer School's officer would be enhanced.

Difficulties in the retention of officers were mainly due to the fact that the work requires officers to take an unusually high degree of responsibility and discretion in a situation where they are largely self-tasking. Unlike most other jobs at their rank, officers in schools did not usually have the support of working in a team of officers on a day-to-day basis. This has led to officers working within schools feeling isolated, which has been further impacted by insufficient communication with other police colleagues and inadequate access to equipment and information systems. Safer School officers have also, on occasions, been perceived as a 'dumping ground' by their colleagues for problems concerning young people which they themselves would rather not deal with. Local beat officers have not always sufficiently utilised the knowledge and information retained by the Safer School officer, or co-ordinated their policing strategies, for local enforcement initiatives or the targeting of people and places that adversely affected school communities. Once again integration into neighbourhood policing would overcome this.

### Objects, targets and measurement of outcomes

In part due to the rapid introduction of Safer School Partnerships there was an absence of relevant benchmark data against which to monitor its impact. School inspectors were concerned to discover that the impact of police officers in schools on crime rates, attendance and behaviour was not regularly monitored in all local authorities. There was also a lack of clear objectives and targets. Strategic Steering Groups and Local Management Groups should ensure that all SSPs have realistic objectives and targets which are monitored and reviewed.

key principal	Management information
	Partnership collects, stores and reviews data to inform activities and partnership development. Information required includes: <ul style="list-style-type: none"> <li>baseline information</li> <li>records of at risk young people and activities undertaken</li> <li>reports provided to steering and Local Management Groups, and other stakeholders</li> <li>copies of information sharing protocols</li> </ul>
	Effectiveness and impact
	SSP is able to demonstrate its effectiveness or the impact it has made through: <ul style="list-style-type: none"> <li>monitoring information</li> <li>surveys of young people, carers, school staff and the local community</li> </ul>

### School need and policing priorities

It has been recognised that no one overarching model of the Safer School Partnership can be applicable in all cases. There is no single 'right' way to achieve the aims set out for a Safer School Partnership as a 'one-size-fits-all model' would not work. A variation in the types of models applied is inevitable in as much as the basic principles of the Safer School Partnership have to be implemented in practice in different local contexts. These contexts are shaped by the structure of working relationships between the relevant parties as well as variations in the resources available. Within this, individual schools may have different needs, and heads in particular are likely to make individual choices about how they want to use the Safer School Partnership within the structure and ethos of their school. Local police forces will also have local policing priorities that will determine the way in which the programme is implemented and the particular model that is most appropriate to their needs. The development of neighbourhood policing means this will increasingly reflect local community priorities and concerns. See section 9 – Intervention levels.



### Co-terminosity

One of the objectives of the SSP programme is to work with young people in the transitional phase from primary to secondary school education. This is made difficult when there is a large number of primary schools feeding into one secondary school and is further complicated when pupils from a primary school go to secondary schools in other local authorities and vice versa. This has resulted in officers in secondary schools having to liaise with agencies outside of their own Basic Command Unit or partnership agency (including Yots, police and social services).

### Integration into Neighbourhood Policing

Neighbourhood Policing supports the Government vision for policing which is accessible and responsive to citizen's needs and is tasked through the National Intelligence Model to address neighbourhood priorities.

Schools are in many instances the 'hub' of local neighbourhoods, so incorporating Safer School Partnerships within Neighbourhood Policing is an important way of strengthening a holistic approach to local policing. It will offer an opportunity to identify and address the priorities and needs of school students and staff and to address the priorities of the wider community where these relate to the school population and environment.

Safer School Partnerships offer particular opportunities for development within the police service itself. SSP officers develop core policing skills which are highly transferable to other areas of police work. These include good communication, mediation and negotiation skills; self reliance; problem solving; intelligence gathering; effective partnership working and working with diverse groups (such as young people, minorities cultures and mixed abilities). Neighbourhood Policing can benefit from these skills as well as through the additional intelligence that the officers can provide.

*"SSP PC is a central resource who I would not have on the team otherwise; provides a valuable information source for the rest of the neighbourhood team in respect of the students at the school and specific youth related local problems."*

*Police Officer (Nottingham)*

*"The problems in the school mirror neighbourhood problems, so need to be dealt with through local multi-agency strategies linked to Neighbourhood Policing."*

*Police Officer (Nottingham)*



*"Despite concerns (about clear performance data), KPMG would recommend the Safer School Partnership to boroughs and schools across all of London. The partnership is a fundamental and integral part of community policing."*

*Safer School Partnership Evaluation, KPMG for Metropolitan Police, December 2004*

The integration of the safer school officer into the Neighbourhood Policing Team will reduce the isolation encountered by some officers working within schools and help to overcome the perception, experienced in some areas, that the role of the safer school officer is outside that of mainstream policing. This would also assist with recruitment: so, when new cohorts of police officers come into the service, they can see police work within schools as intrinsic to policing and they will be more inclined to take up this particular role.

*“SSPs fit in with the Neighbourhood Policing philosophy of right people, right numbers, right place.”*

*Matt Baggott*

*Chief Constable (Leicestershire)*

*ACPO lead for Neighbourhood Policing*

### Information sharing in practice

Good information sharing practice is a cornerstone of the Every Child Matters strategy to improve outcomes for children. Information sharing is vital to any intervention practice and enables children and young people with additional needs to get the services and support they require to move away from criminal and anti-social behaviour. Information sharing should be carried out in accordance with an information sharing protocol and should comply with the various legal rules governing this area. Information sharing must be proportionate to the legitimate objective pursued, and those requested to share personal information need to be

confident that the highest standards, agreed in advance, will apply, and that the information will only be used for agreed and legitimate purposes. Agencies will need to ensure that:

- Data is only shared where necessary to ensure positive outcomes for children and young people, including the prevention of crime and offending.
- The data shared and the groups to which it is communicated is no wider than is required for the legitimate objective pursued.
- Appropriate safeguards against errors and abuse are in place, including procedures to maintain confidentiality.
- The Data Protection Act 1998, The Human Rights Act 1998 and, where appropriate, the Common Law Duty of Confidentiality are complied with.

Since prevention is a relatively new issue for many partnerships, agencies working in this field will need to put in place mechanisms for the sharing of relevant information. This will involve making an assessment of the sources of information available and designing information flows that will facilitate the work of the partnership. This should all then be framed within a jointly agreed information sharing protocol designed to facilitate the stated purpose of the partnership. Each protocol must be specific to the stated purpose and signed by a senior representative from each partner agency. An example of a comprehensive protocol that can be modified for this purpose can be found at [www.crimereduction.co.uk/infosharing21](http://www.crimereduction.co.uk/infosharing21) and is also contained on the Resource CD.





## Range of interventions

There is a spectrum of models for school/police relationships ranging from a traditional school liaison officer approach to contemporary, intensive intervention with an SSP team including a police officer based in a school or a cluster of schools. Mainstreaming therefore needs to be sufficiently flexible to allow for variations in the structures and needs of individual schools and local police forces.

This guidance includes a spectrum of suggested interventions, ranging from a full-time police officer with a support worker and administrator to a police officer working on a part-time basis within a school. Local areas will be able to select the model that is most applicable to their needs, based upon the completion of a needs analysis and mapping of local provision and resources.

Further information on the range of interventions is detailed in section 9.

## Youth participation

Since the introduction of the 1998 Crime and Disorder Act, Crime and Disorder Reduction Partnerships (CDRPs) have incorporated youth participation into their Community Safety Plans. Thousands of young people have worked in partnership with CDRPs, police, local authorities, youth agencies, teachers, governors, parents, neighbourhood watch schemes and other community safety practitioners, to take action on a range of issues from bullying and personal safety, fear of crime, safer travel, shop theft, vandalism, anti-social behaviour, truancy and drug misuse.

The value of youth participation lies not only in crime reduction and the creation of safer communities by young people, but also in the personal and educational benefits their involvement brings. Youth participation is now widely used by other youth crime prevention initiatives such as YIPs, JYIPs, YISP and PAYP. Safer School Partnerships should at every opportunity embrace youth participation into the programme in order to ensure children and young people can benefit from the opportunities it presents. Youth participation is now also a requirement of Every Child Matters which promotes the importance of children and young people becoming **actively** involved in the design of the services they receive as well as making a positive contribution to the community in which they live. Ways in which pupils can be involved are:

- representation at Management Steering Group
- creation of a Youth Forum
- consultation
- design of activities and specific crime related work
- peer mentoring and peer mediation
- community based projects
- input via an adult representative

See Resource CD for additional information.

Key principal

### Make A Positive Contribution (ECM outcome)

Young people are encouraged to participate in decision making and increase their involvement in the community and environment. Benefits include:

- increased reporting of crimes/incidents
- reduction of incidents in and around the school
- improved relationships with local community
- peer mediation
- reduced level of offending
- young people participate in decision making



## Joint area reviews

Safer School Partnerships may well be considered when a local area undergoes a joint area review (JAR) of children's services. JARs will describe the outcomes achieved by children and young people growing up in an area, and evaluate the way local services, taken together, contribute to their well being. Ten inspectorates and commissions contribute to JARs (although not all are involved in fieldwork), under arrangements developed by Ofsted. A JAR of each single/top tier authority area is to take place between 2005 and 2008, wherever possible at the same time as the CPA (Comprehensive Performance Assessment) corporate assessment of the authority.

## The way forward

To build upon what has already been achieved and to realise the potential of existing and new Safer School Partnerships will mean addressing the issues that have emerged from the experience of the programme to date. In order to address the above issues, and to maximise the success of the programme, the creation of a Safer School Partnership (SSP) needs to be part of more strategic considerations as set out below:

- There needs to be strategic and management steering groups where SSPs are not managed or overseen in other strategic partnerships such as children's trusts or CDRPs (even where this is done there needs to be a multi-agency management group to drive development and hold the SSP to account).
- SSPs should be part of a strategic multi-agency plan and must be fully incorporated into local prevention and children and young people's strategies.
- SSPs need to work closely with Children's Trusts to agree complimentary objectives and establish working links.
- SSPs should be integrated into Neighbourhood Policing.
- Appropriate training should be provided for SSP officers and others working through the SSP.
- A full range of interventions are developed.

*"The DfES sees Safer School Partnerships incorporated into all LA's Children and Young People's Plans and being part of every local early intervention programme across agencies. We would like to see all schools have a Safer School Partnership in place according to their level of need which can be determined by working through this guidance. We would also like schools to make good links into other programmes such as Neighbourhood Policing".*

*DfES Jan 2006*

## Opportunities for the future

- To pursue more actively the successful approach of basing Neighbourhood Policing teams within schools as this supports the Extended Schools and Neighbourhood Policing.
- To improve joint action on truancy and other unauthorised absences, in support of the Respect Action Plan, and also to strengthen existing powers by becoming pro-active rather than reactive. There are already examples of good practice within SSPs that could be expanded and replicated elsewhere.
- To consolidate suitable teaching resources used in schools to deliver PSHE, Citizenship curriculum, etc, to achieve a consistent approach that can be taught in schools by teachers and reinforced where required by the police and other relevant partners.
- To access future funding streams within Children's Trusts.
- To increase school community involvement in keeping the neighbourhood safe.
- To include single faith schools within local Safer School Partnership programme.

- ✓ The Safer School Partnership should form one component of wider strategies for children and young people.
- ✓ There is a need to determine how the programme will operate within the wider context of crime prevention and its contribution towards overall prevention targets.
- ✓ It is essential to develop a Safer School Partnership strategic protocol which includes a commitment to the availability of resources, the programme's agreed aims, objectives and targets, and governance framework.
- ✓ Multi-agency protocols for the exchange of information and data protection should be developed.
- ✓ A localised Safer School Partnership protocol needs to be developed to ensure clarity of roles.
- ✓ Incorporating Safer School Partnerships within Neighbourhood Policing will be an important way of strengthening a holistic approach to local policing.
- ✓ Mainstreaming needs to be sufficiently flexible to allow for variations in the structures and needs of individual schools and local police forces.
- ✓ The value of youth participation lies not only in crime reduction and the creation of safer communities by young people, but also in the personal and educational benefits their involvement brings.
- ✓ Safer School Partnerships should embrace youth participation at every opportunity:
  - ✓ How pupils can contribute to the strategic directions and management of the partnership, ensuring they reflect the needs and wishes of the pupils attending the school.
  - ✓ Pupils should be consulted on a continuous basis, but in particular, during the implementation phase, the design of interventions and for evaluation purposes.
  - ✓ Children and young people should be encouraged, wherever possible, to become involved in the design of activities and undertaking specific crime related and community based projects.
- ✓ The introduction of peer mentoring, peer mediation and conflict resolution skills should be considered.



# How does the SSP fit local agendas?

## Universal and targeted services



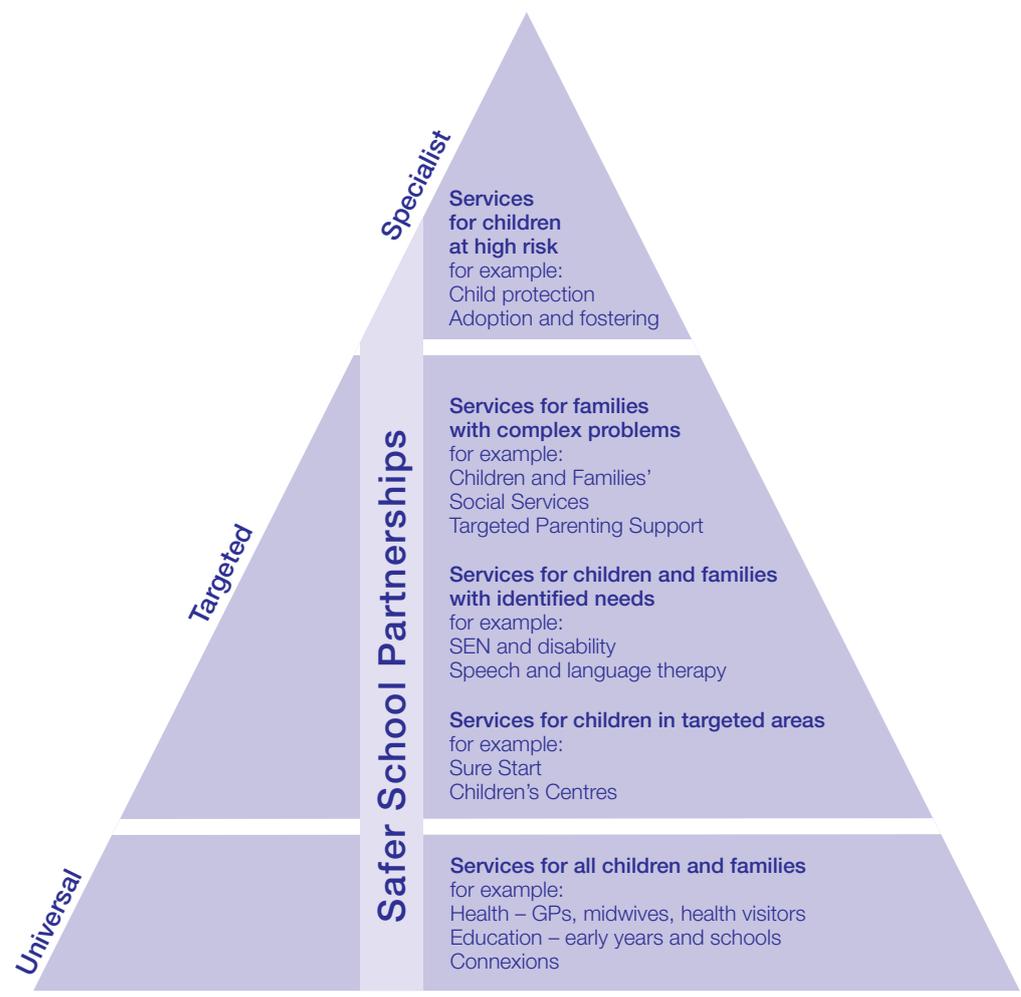
It is increasingly recognised that there are huge benefits to be gained by intervening early in a young person's life in order to promote positive outcomes. The above diagram represents each of the strategies, initiatives and agencies that a Safer School Partnership should link into.

The important contribution schools can make towards the promotion of positive outcomes for children and young people cannot be overlooked: pupil safety, enhancing behaviour and reducing crime and anti-social behaviour. This is further endorsed by the newly-introduced school inspection arrangements which recognise the contribution schools make to pupils' wider well-being.

The recent DfES document entitled *Higher Standards Better Schools For All – More Choice for Parents and Pupils* recognises that many problems experienced in schools, such as poor behaviour, cannot be solved by schools acting alone. Close working is likely to be needed not only with parents but also with other public services such as the police, local health service and Yots. The development of extended services accessed in and through schools, which can include SSPs, enables a multi-agency framework for the provision of services with the additional benefits of partnership support.

Reducing drug use by young people, particularly the most vulnerable, is central to the Government's Updated National Drugs Strategy. Drug (and Alcohol) Action Teams (DA(A)Ts) are the partnerships responsible for delivering the drugs strategy at the local level. Choosing not to take illegal drugs is an aim within the 'Be Healthy' element of Every Child Matters, by preventing drug misuse and the harm it causes. *Drugs: Guidance for police working with schools and colleges* will be launched in April 2006 and can be accessed at [www.drugscope.org.uk](http://www.drugscope.org.uk).

DA(A)T Chairs and Directors of Children's Services are agreeing joint priorities and targets for the development and operation of responses to children and young people's drug use. These will be reflected in the Children and Young People's Plan (due to be published in April 2006) and in Drug (and Alcohol) Action Team annual plans.



### Every Child Matters – the challenge

The different intervention levels for SSPs therefore mean that within the above framework the programme straddles all segments.

### Every Child Matters

Any service aimed at children and young people must take as a starting point the five key outcomes enshrined in Every Child Matters. The importance of a good quality universal provision is its accessibility to all, and one which enables children and young people to participate in the development of their services.

Since the inception of the Safer School Partnership programme, youth crime prevention has been extended and developed across a number of government departments. Every Child Matters, the creation of Children's Trusts and the introduction of Local Area Agreements sets a framework for local authorities, health, youth offending teams and other partner agencies to agree priorities and commission services that respond better to the needs of children and families.

*“The 5 ECM outcomes are the framework on which the School Development Plan is based and on which outputs are based. The SSP is an integral part with other agencies for delivery.”*

*Deputy Head (Liverpool)*

The following table demonstrates the links between Every Child Matters (ECM), the SSP Quality Standards and the overlap with the ECM joint area review inspection.

ECM Outcomes	SSP Quality Standards	ECM – joint area review overlap
Be Healthy	<ul style="list-style-type: none"> <li>• promote healthy lifestyles</li> <li>• address drug and alcohol misuse</li> <li>• identify those at risk of offending, neglect or abuse</li> </ul>	<ul style="list-style-type: none"> <li>• under 16 conception rate</li> <li>• extent of participation in PE/exercise</li> <li>• drug related mental health and behaviour problems</li> <li>• proportion of young people who consider they have been given sufficient guidance on health issues</li> <li>• the health needs of young people with learning difficulties/disabilities are addressed</li> </ul>
Stay Safe	<ul style="list-style-type: none"> <li>• ensure staff are CRB checked and at least one is child protection trained</li> <li>• comply with Health and Safety legislation</li> <li>• ensure child protection concerns are picked up and passed on as appropriate</li> <li>• to promote anti-discriminatory behaviour and prevent bullying</li> <li>• to reduce young people's experience of, and involvement in, crime and anti-social behaviour</li> <li>• to steer young people away from involvement in criminal gangs</li> </ul>	<ul style="list-style-type: none"> <li>• secure recording and sharing of information on young people at risk of harm</li> <li>• targeted services for highlighting truancy</li> <li>• incidents of young people being killed or injured as a result of road traffic accidents</li> <li>• proportion of young people being bullied or discriminated against</li> <li>• young people's perceptions of safety within school</li> <li>• % of young people who have been victims</li> <li>• support for victims of crime/bullying</li> <li>• clear policies are developed on bullying</li> </ul>
Enjoy and Achieve	<ul style="list-style-type: none"> <li>• to promote young people's attendance at school</li> <li>• to ensure young people are in full-time education, training or employment</li> <li>• to help young people make full and constructive use of their leisure time</li> <li>• to provide positive and accessible recreational activities for young people</li> </ul>	<ul style="list-style-type: none"> <li>• targeted specialist support for difficult to manage young people</li> <li>• re-integration into mainstream or work for excluded young people</li> <li>• % of half-days missed through absence</li> <li>• proportion of pupils permanently excluded</li> <li>• students receiving fixed-term exclusions</li> <li>• proportion of schools where behaviour is satisfactory or better and the proportion where it is good or better</li> <li>• proportion of pupils achieving the relevant level at the end of each key stage</li> <li>• identification of young people subjected to domestic violence within the home</li> </ul>
Make a Positive Contribution	<ul style="list-style-type: none"> <li>• to ensure young people are fully involved in the design and development of Safer School Partnership activities</li> <li>• to reduce the experience of bullying and anti-social behaviour (ASB) of young people in the Safer School Partnership's neighbourhood</li> <li>• to provide opportunities for young people to contribute to the local community through active citizenship</li> </ul>	<ul style="list-style-type: none"> <li>• identify young people at risk of ASB</li> <li>• provide access to a range of activities to deter young people from ASB</li> <li>• young people who have offended /at risk of offending are provided with a range of activities and support to assist with a law abiding life – raise self esteem</li> <li>• mentoring and support is provided for young people</li> <li>• the extent to which young people contribute to key decisions effecting their lives</li> <li>• the proportion of young people offending</li> <li>• the proportion of young people re-offending</li> <li>• the extent of bullying and discrimination by young people</li> <li>• young people initiate/manage organised activities in schools and voluntary organisations</li> </ul>



ECM Outcomes	SSP Quality Standards	ECM – joint area review overlap
Achieve Economic Well-being	<ul style="list-style-type: none"> <li>to promote the engagement of young people in education</li> <li>to assist in the preparation of the young person for further education, training and employment</li> <li>to ensure young people involved in Safer School Partnership are linked into further support where required</li> </ul>	<ul style="list-style-type: none"> <li>measure how many young people leave school and engage in further education, employment or training</li> <li>young people are helped to prepare for working life – self confidence, team working and enterprise</li> <li>needs are addressed before problems become intractable</li> <li>services work together in a co-ordinated way</li> <li>young people, parents and carers are involved in identifying their needs and designing services</li> </ul>

### Local Area Agreements

The following diagram demonstrates how, if you consider the aims (section 2) and potential outcomes (section 8) of a Safer School Partnership, the programme links into the four blocks of the Local Area Agreement.



### Prevent and Deter

In 2002, the Youth Justice Board published a prevention strategy focused on reducing the incidence of risk factors and enhancing protective factors by providing appropriate interventions for children at high or medium risk of becoming involved in offending or further involved in offending. This was enhanced by the introduction of a new prevention target for Yots in 2004:

‘To reduce year on year the number of first time entrants to the youth justice system by identifying children and young people at risk of offending or involvement in anti-social behaviour through a YISP or other evidence based targeted means of intervention designed to reduce those risks and strengthen protective factors as demonstrated by using ONSET or other effective means of assessment and monitoring.’

A further recidivism performance measure is:

‘To reduce year on year, the re-offending by young people within the youth justice system, by 5%.’

The Safer School Partnership has the potential to be one of the main youth crime prevention programmes and can help Yots meet the above targets.

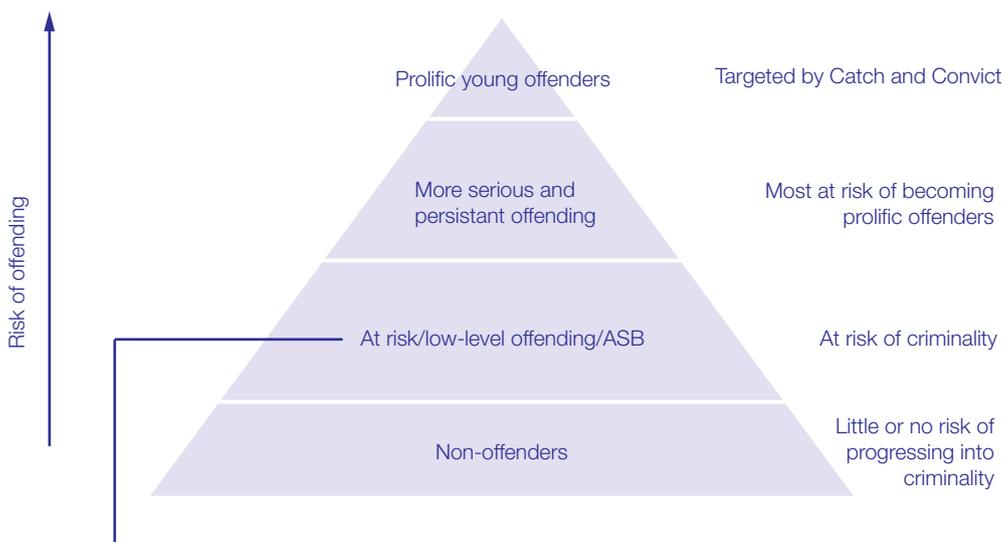
### Yot support

- Yot support for the SSP should include:
- clear point of contact at Yot
  - Yot recognition of the role of SSP and provision of support
  - clear evidence of regular communication
  - SSP linked to other prevention initiatives

A further development in the prevention agenda was the Government's introduction of the "Prolific and other Priority" group of offending (PPO Strategy). One of the three strands of this is Prevent and Deter, which aims to stop people (overwhelmingly young people) engaging in offending behaviour and graduating into prolific offenders. It is this strand of the PPO strategy that the Safer School Partnership can contribute towards.

### The Prevent and Deter Framework

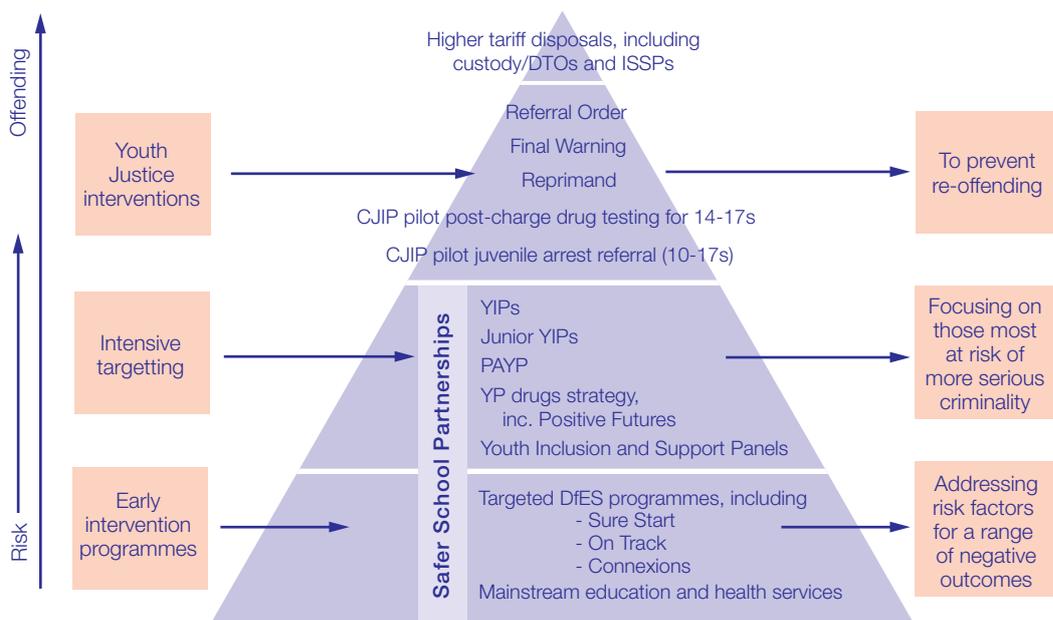
Research shows that some young people are under greater risk of criminality because of risk factors in their lives.



Targeting those most at risk with effective prevention programmes substantially reduces the likelihood of offending behaviour.

The priority for local Prevent and Deter arrangements should be to:

- Target those towards the top of the pyramid in the above diagram – these being the most active young offenders at greatest risk of becoming either juvenile or adult Prolific Priority Offenders (PPOs) in the future.
- Provide interventions to those on the cusp of offending or engaged in lower-level offending to prevent them from becoming more active young offenders and entering the pool of young people at risk of becoming future PPOs.
- Support action to prevent young people from offending in the first place through effective use of early intervention programmes.



The different intervention levels for SSPs therefore mean that within the framework above, the programme straddles the lower two segments.

**learning points**

- ✓ The Safer School Partnership can form an integral component for the delivery of the five Every Child Matters outcomes and contribute towards Extended School provision
- ✓ The Safer School Partnership has the potential to be one of the main youth crime prevention programmes and can be beneficial for assisting Yots with meeting their prevention targets
- ✓ The programme can assist with local Prevent & Deter arrangements



This section provides information regarding the particular benefits that the Safer School Partnership programme can provide for the following agencies:

- schools
- police
- Youth offending teams
- Children's Trust
- Crime and Disorder Reduction Partnerships

*“Very positive [experience of policing in schools] ... The presence of SSP has led to an improvement in attendance, reduction in exclusions and a reduction in local neighbourhood youth nuisance”*

*Deputy Head (Liverpool)*

SSP benefits for Schools	
Educational Attainment	<ul style="list-style-type: none"> <li>• reduction in exclusions</li> <li>• reduction in truancy</li> <li>• increased attendance</li> </ul>
Behaviour	<ul style="list-style-type: none"> <li>• improvements in overall behaviour</li> <li>• reduction in rates of bullying</li> <li>• generates a culture of mutual respect</li> <li>• supports parents and pupils to accept responsibility for behaviour inside and outside the classroom</li> </ul>
Youth Offending	<ul style="list-style-type: none"> <li>• prevention of crime</li> <li>• reduction in offending</li> <li>• reduction in anti-social behaviour levels</li> <li>• reduction in drug and alcohol misuse</li> </ul>
Enhanced Safety	<ul style="list-style-type: none"> <li>• increased pupil safety</li> <li>• increased staff safety</li> <li>• reduction in the fear of crime</li> <li>• contributes towards improved staff retention</li> <li>• reduces criminal damage and intruders</li> </ul>
Policies and Initiatives	<ul style="list-style-type: none"> <li>• assists with meeting the vision set out in the Respect Action Plan</li> <li>• enhances behaviour policies</li> <li>• integration and enhancement of existing initiatives e.g. BEST and BIP</li> </ul>
Safeguarding Children and Young People	<ul style="list-style-type: none"> <li>• assists with meeting the objectives of Every Child Matters</li> <li>• child protection</li> <li>• enhanced healthy lifestyles</li> <li>• reduction in drug and alcohol misuse</li> <li>• supports young victims</li> <li>• compliments 'Healthy School Standard'</li> </ul>
Partnerships	<ul style="list-style-type: none"> <li>• assists with the implementation and success of Extended Schools provision</li> <li>• increased access to mainstream and community services</li> <li>• increased support from partner agencies</li> <li>• enhanced information sharing</li> </ul>

*“Promoting regular school attendance is a key component of the Government’s strategy to raise educational standards, and it is also an important factor in reducing wider problems associated with school exclusion. Pupils who fail to attend regularly experience educational disadvantage at school and impaired prospects later in life. They are also directly at risk of drifting into anti-social behaviour.”*

*(Pupil Absence and Truancy from Schools in England, DfES 2000/2001)*

**The City of Westminster recorded the following benefits from SSP**

- record levels of school attendance for 2 years
- 21% reduction in fixed term exclusions
- 50% reduction in drug related exclusions
- increase in police cadets
- staff retention
- improved relationships between schools and the local community
- improved intelligence on individual young people committing crime and anti-social behaviour and about risks and local 'hot spots' within the community
- improved partnership working across statutory and voluntary agencies
- opportunities for innovation

SSP benefits for the Police	
Neighbourhood Policing	<ul style="list-style-type: none"> <li>• policing of schools integrated into Neighbourhood Policing strategies</li> <li>• increased intelligence</li> <li>• enhanced communication between Neighbourhood Policing staff and school officers</li> <li>• enhanced support and supervision for SSP officers</li> </ul>
Youth Offending	<ul style="list-style-type: none"> <li>• prevention of crime</li> <li>• reduction in offending</li> <li>• reduction in anti-social behaviour levels</li> <li>• reduction in fear of crime levels</li> </ul>
Prevent and Deter	<ul style="list-style-type: none"> <li>• assists with the identification of vulnerable children and young people prior to, or in the early stages of offending</li> <li>• contributes towards the provision of interventions for children and young people</li> <li>• helps to reduce the number of children and young people entering the pool of prolific offenders</li> </ul>
Partnerships	<ul style="list-style-type: none"> <li>• increased support and joint working with partner agencies</li> <li>• enhanced information sharing</li> <li>• increased intelligence</li> </ul>
Safeguarding Children & Young People	<ul style="list-style-type: none"> <li>• assists with meetings the objectives of Every Child Matters</li> <li>• child protection</li> <li>• contributes towards healthy lifestyles</li> <li>• reduction in drug and alcohol misuse</li> <li>• supports young victims</li> </ul>
Community Engagement	<ul style="list-style-type: none"> <li>• increased levels of reporting by children and young people, teachers, parents and local residents</li> <li>• assists with challenging and breaking down the culture of police resistance and suspicion</li> <li>• helps to generate a more positive police image both in schools and the community</li> <li>• opportunities to identify and address the priorities and needs of school students, staff and the wider community</li> </ul>
Public User Confidence	<ul style="list-style-type: none"> <li>• quality of contact with police</li> <li>• satisfaction with policing by raising confidence</li> </ul>
Volume Crime and Anti-social Behaviour	<ul style="list-style-type: none"> <li>• impacts on levels of crime and disorder</li> <li>• improved crime reduction and detections</li> </ul>

*“There is a captive audience for police – all young people from the estate go to this school so we have immediate and at all times access to them in a non-confrontational environment.*

*The evaluation has shown that we have been able to turn round the negative perception of police locally both among young people and adults.”*

*Police Officer (Liverpool)*



SSP benefits for Youth Offending Teams	
Youth Offending	<ul style="list-style-type: none"> <li>• early prevention of crime</li> <li>• reduction in offending</li> <li>• reduction in anti-social behaviour levels</li> <li>• reduction in fear of crime levels</li> <li>• forms part of the Youth Crime Prevention Strategy (Early Prevention)</li> </ul>
Prevent and Deter	<ul style="list-style-type: none"> <li>• assists with the identification of vulnerable children and young people prior to, or in the early stages of offending</li> <li>• contributes towards the provision of interventions for children and young people</li> <li>• helps to reduce the number of children and young people entering the pool of prolific offenders</li> </ul>
Partnerships	<ul style="list-style-type: none"> <li>• increased support and joint working with partner agencies, particularly schools</li> <li>• enhanced communication with schools</li> <li>• enhanced information sharing</li> </ul>
Safeguarding Children and Young People	<ul style="list-style-type: none"> <li>• assists with meeting the objectives of Every Child Matters</li> <li>• child protection</li> <li>• enhanced healthy lifestyles</li> <li>• reduction in drug and alcohol misuse</li> <li>• supports young victims</li> </ul>



SSP benefits for Crime and Disorder Reduction Partnerships	
Public Service Agreements	<p>Contributes towards achieving:</p> <ul style="list-style-type: none"> <li>• PSA1 – to reduce crime by 15%, and further in high crime areas by 2007/08</li> <li>• PSA2 – to reassure the public, reducing the fear of crime and anti-social behaviour, and building confidence in the Criminal Justice System without compromising fairness</li> <li>• PSA3 – to bring 1.25 million offences to justice in 2007/08</li> <li>• PSA4 – to reduce the harm caused by illegal drugs including substantially increasing the number of drug misusing offenders entering treatment through the Criminal Justice System</li> </ul>
Prevent and Deter	<ul style="list-style-type: none"> <li>• assists with the identification of vulnerable children and young people prior to, or in the early stages of offending</li> <li>• contributes towards the provision of interventions for children and young people</li> <li>• helps to reduce the number of children and young people entering the pool of prolific offenders</li> </ul>
Safeguarding Children and Young People	<ul style="list-style-type: none"> <li>• assists with meeting the objectives of Every Child Matters</li> <li>• child protection</li> <li>• reduction in drug and alcohol misuse</li> <li>• supports young victims</li> <li>• reduction in bullying</li> </ul>
Youth Offending	<ul style="list-style-type: none"> <li>• early prevention of crime</li> <li>• reduction in offending</li> <li>• reduction in anti-social behaviour levels</li> <li>• reduction in fear of crime levels</li> <li>• contributes towards an effective Youth Crime Prevention Strategy</li> </ul>
Local Area Agreements	<ul style="list-style-type: none"> <li>• contributes towards achieving Safer and Stronger Communities</li> <li>• forms part of the provision of services to Children and Young People</li> </ul>
Partnerships	<ul style="list-style-type: none"> <li>• increased support and joint working with partner agencies, particularly schools</li> <li>• enhanced communication with schools</li> <li>• enhanced information sharing</li> </ul>
Respect Action Plan	<ul style="list-style-type: none"> <li>• helps to reduce anti-social behaviour</li> <li>• generates a culture of respect</li> </ul>

SSP benefits for Children's Trusts	
Prevent and Deter	<ul style="list-style-type: none"> <li>• assists with the identification of vulnerable children and young people prior to, or in the early stages of offending</li> <li>• contributes towards the provision of interventions for children and young people</li> <li>• helps to reduce the number of children and young people entering the pool of prolific offenders</li> </ul>
Safeguarding Children and Young People	<ul style="list-style-type: none"> <li>• assists with meeting the outcomes of Every Child Matters</li> <li>• enhanced pupil safety</li> <li>• child protection</li> <li>• reduction in drug and alcohol misuse and promotion of healthier lifestyles</li> <li>• supports young victims</li> <li>• reduced crime and reduction in bullying</li> <li>• engagement in positive activities</li> </ul>
Youth Offending	<ul style="list-style-type: none"> <li>• early prevention of crime</li> <li>• reduction in offending and anti-social behaviour</li> <li>• reduction in fear of crime levels</li> <li>• contributes towards an effective Youth Crime Prevention Strategy</li> </ul>
Local Area Agreements	<ul style="list-style-type: none"> <li>• contributes towards achieving Safer and Stronger Communities</li> <li>• forms part of the provision of services to Children and Young People</li> <li>• through reduced levels of anti-social behaviour and fear of crime SSP will enhance the Healthier Communities and Older People block</li> </ul>
Respect Action Plan	<ul style="list-style-type: none"> <li>• helps to reduce anti-social behaviour</li> <li>• generates a culture of mutual respect</li> <li>• supports parents and young people to accept responsibility for behaviour – expansion of Parenting Orders and Parenting Support</li> <li>• supports Neighbourhood Policing and action on truancy</li> <li>• involvement of community groups</li> </ul>

learning points

Safer School Partnerships can achieve the following key benefits:

- ✓ An improvement in attendance, reduction in exclusions, improvement in overall behaviour and reduced local neighbourhood youth nuisance
- ✓ Increased pupil and staff safety and a reduction in fear of crime
- ✓ A reduction in offending and anti-social behaviour
- ✓ Increased levels of respect
- ✓ A reduction in drugs and alcohol misuse
- ✓ Assistance in meeting the objectives of Every Child Matters
- ✓ Support to young victims
- ✓ Assistance with the implementation and success of Extended Schools
- ✓ Enhanced partnership working
- ✓ Form part of the Youth Crime Prevention Strategy
- ✓ Assistance with the identification of vulnerable children and young people prior to, or in the early stages of offending
- ✓ Policing of schools integrated into Neighbourhood Policing strategies
- ✓ Assistance with breaking down the culture of police resistance and suspicion
- ✓ Increased levels of reporting
- ✓ Contributes towards achieving Public Service Agreements and Local Area Agreements

In order to establish the appropriate level of intervention, an audit is needed to identify the following information:

Source information	
Police recorded crime figures for the beat/locality and both police and partner recorded incidents of nuisance and anti-social behaviour	<ul style="list-style-type: none"> <li>types of crimes</li> <li>places/locations</li> <li>times committed</li> <li>'modus operandi'</li> <li>details of suspected perpetrators</li> <li>including offending history</li> </ul>
Known offenders by school	<ul style="list-style-type: none"> <li>active offenders</li> <li>involved in victimisation outside of the school, in its immediate locality and on public transport</li> <li>involved in creating a nuisance or anti-social behaviour in and around the school</li> <li>felt to be 'high risk' (see ACPO/YJB Information Sharing Guidance)</li> <li>lacking in parental support (which may include family background, incidents of domestic violence, family members involved in crime)</li> </ul>
School information	<ul style="list-style-type: none"> <li>attendance</li> <li>behaviour</li> <li>educational attainment and potential</li> <li>staff, pupils' and parents' perceptions of safety</li> <li>location relative to indices of deprivation and other local factors</li> </ul>
Analysis	
Initial grouping of pupils into high, medium or low risk	<ul style="list-style-type: none"> <li>subject to a multi-agency assessment (CAF), following which the risk category is re-assessed</li> </ul>
Then a multi-agency working group needs to determine for each school/pupil:	<ul style="list-style-type: none"> <li>pupils/students who are at high, medium or low risk</li> <li>an outline action plan with short-term actions (less than 6 months) and long-term actions (6 months to 3 years)</li> <li>action plan should be multi-agency and be wider than just within the school</li> <li>short-term actions to be addressed by the school, supported by the police and other agencies and reviewed monthly by the multi-agency working group</li> <li>long-term actions</li> </ul>
Intended outcomes	
	<ul style="list-style-type: none"> <li>reduced crime, anti-social behaviour and victimisation amongst young people</li> <li>a safer school community</li> <li>fewer truants with more students remaining in education</li> <li>improved educational outcomes</li> <li>improved confidence in police and partners</li> <li>young people more engaged with less unacceptable behaviour</li> </ul>
Review	
	<ul style="list-style-type: none"> <li>analyse progress against objectives and targets</li> <li>analyse the effectiveness of the programme</li> <li>ensure the programme is heading in the right direction</li> <li>celebrate success</li> <li>analyse crime, offending and education data to confirm intervention levels are still appropriate</li> <li>ensure resources are allocated to support intervention levels</li> </ul>

*"I have no statistics [on offending rates of the pupils] as I am not informed by the police if any pupils are known to them... I would value such information"*

*Head Teacher (London)*



Multi-agency SSP outputs

The SSP can be the conduit for local agencies to address significant issues in and around a school. The development of a multi-agency partnership response will ensure that issues are addressed more effectively and with a likelihood of longer term benefits. A key to success is the removal of silo thinking and action. All agencies should recognise the significant opportunity that an SSP provides for work with a thousand or more young people.

SSP Aims	Required Outputs	Outcomes
<ul style="list-style-type: none"> <li>to reduce the prevalence of crime, anti-social behaviour and victimisation amongst young people</li> <li>to provide a safe and secure school community thereby enhancing the learning environment</li> <li>to ensure that young people remain in education, actively learning, healthy and achieving their full potential</li> <li>to deliver a partnership approach to engage young people, challenge unacceptable behaviour, and develop a respect for themselves and their community</li> </ul>	<p><b>Police</b></p> <ul style="list-style-type: none"> <li>actual police recorded crime figures for the beat/locality</li> <li>an analysis of types of crime, places/locations, times committed, modus operandi and details of suspected perpetrators (including data collected by British Transport Police)</li> <li>actual police recorded incidents of nuisance and anti-social behaviour</li> <li>an analysis of nuisance and anti-social behaviour (reported crime and partner data)</li> <li>list of known offenders who are pupils at the school, together with their offending history (also available from Yot)</li> <li>intelligence and information about those pupils who are thought to be: i) active criminals ii) involved in creating a nuisance or anti-social behaviour in and around the school and iii) felt to be at 'high risk' (see ACPO/YJB Information Sharing Guidance) and/or provide an assessment of the parental support given to the pupil (this may include family background including domestic violence, criminal family members, etc.)</li> <li>provide an initial analysis of places, times, modus operandi for the offences, nuisance and anti-social behaviour related to the school and its surrounding community</li> </ul> <p><b>School</b></p> <ul style="list-style-type: none"> <li>provide attendance, behaviour, educational attainment, potential and other information and intelligence on individual pupils/students</li> <li>create an initial grouping of pupils/students into high, medium or low risk – based on information collated above: subject to multi-agency CAF</li> <li>from the outcome of the CAF process, re-assess the high, medium and low risk groupings</li> </ul> <p><b>Multi-agency panel</b> - to determine:</p> <ul style="list-style-type: none"> <li>those pupils/students who are at high, medium or low risk</li> <li>an outline multi-agency action plan with short (up to 6 months) and long-term actions (1-3 years) addressing all key issues in and outside of the school to meet the aims of the SSP</li> </ul>	<ul style="list-style-type: none"> <li>reduced crime and victimisation amongst young people</li> <li>a safer school community</li> <li>fewer truants and more students remaining in education</li> <li>young people more engaged with less unacceptable behaviour</li> <li>improved educational results</li> <li>reduced anti-social behaviour</li> <li>improved confidence in police and partners</li> </ul>

# Intervention levels

## 9 intervention levels

### Applicable to both secondary and/or primary schools

The following intervention levels are provided as guidance in order to establish a comprehensive local partnership response for all schools in an area according to need and policing priorities.

Level 1			
Criteria	Aim	Resources	Expectations
<ul style="list-style-type: none"> <li>truancy above national highest decile</li> <li>total absence above the highest decile of all English schools</li> <li>high number of exclusions</li> <li>GCSE results below the lowest decile of all English schools</li> <li>high proportion of pupils and staff feeling unsafe</li> <li>offending proportion<sup>1</sup> of school roll above 10 per cent</li> <li>high number of crime/disorder reports in school log (per week, averaged over 6 months)</li> <li>school in high crime/ASB area</li> <li>high turnover of pupils and/or staff</li> <li>school in special measures</li> <li>high level of local concern over crime and ASB by pupils from within the school</li> </ul>	<ul style="list-style-type: none"> <li>reduce offending</li> <li>improve safety in and around school</li> <li>improve attendance</li> <li>reduce truancy</li> <li>reduce exclusions</li> <li>improve educational outcomes</li> <li>improve perception of police and partners</li> </ul>	<ul style="list-style-type: none"> <li>F/T PC (not available for other duties)</li> <li>F/T Project Worker(s)</li> <li>School Link</li> <li>F/T Administrator</li> <li>secondees from other agencies</li> </ul>	<ul style="list-style-type: none"> <li>a multi-agency steering group<sup>2</sup> is established to provide ongoing strategic support for the SSP</li> <li>an information sharing protocol is agreed</li> <li>a multi-agency action plan developed with objectives and targets (% reductions/improvements) including a strategy to achieve a lower intervention level</li> <li>a local management group<sup>3</sup> is established to provide day-to-day support to the SSP</li> <li>the police officer is a member of school's behaviour improvement programme/team</li> <li>the School Link is from the school's senior management team and/or lead behaviour professional</li> <li>the police collate information on crime in and around the school and on offenders on school roll</li> <li>the school provides information on levels of absence, truancy, exclusions and educational outcomes</li> <li>the school collates information on staff, 'pupils' and parents' perceptions of safety in and around the school</li> <li>a targeted group of young people is identified by a multi-agency panel</li> <li>Individual Action Plans are developed and reviewed with specific interventions linked to risk and protective factors</li> <li>whole school restorative approaches adopted including review of behaviour policies</li> </ul>

1

1 Offending proportion means, for example, those young people arrested/convicted and/or the subject of ABCs or ASBOs

2 Steering Group meets quarterly to review progress of action plan

3 Management Group should comprise of School Link, SSP representative (if not School Link), SSP PC and their police line manager

*“As far as graded response is concerned I think it would be very valuable and the obvious way to move forward in the future. I don't think there would be any difficulty selling the idea to schools...”*

*BIP Co-ordinator (Hull)*

Level 2			
Criteria	Aim	Resources	Expectations
<ul style="list-style-type: none"> <li>truancy above the national highest quartile</li> <li>total absence above the highest quartile of all English schools</li> <li>high number of exclusions</li> <li>GCSE results below the lowest quartile of all English schools</li> <li>a significant proportion of pupils and staff feeling unsafe</li> <li>offending proportion<sup>1</sup> of school roll above 5 per cent</li> <li>lower number of crime/disorder reports in school log (per week, averaged over 6 months)</li> <li>school in high crime/ASB area</li> <li>high turnover of pupils and/or staff</li> <li>failing school</li> <li>high level of local concern over crime and ASB by pupils from within the school</li> </ul>	<ul style="list-style-type: none"> <li>reduce offending</li> <li>improve safety in and around school</li> <li>improve attendance</li> <li>reduce truancy</li> <li>reduce exclusions</li> <li>improve educational outcomes</li> <li>improve perception of police and partners</li> </ul>	<ul style="list-style-type: none"> <li>F/T PC (not available for other duties)</li> <li>School link</li> <li>secondees from other agencies</li> </ul>	<ul style="list-style-type: none"> <li>a multi-agency steering group<sup>2</sup> is established to provide ongoing strategic support for the SSP</li> <li>an information sharing protocol is agreed</li> <li>a multi-agency action plan developed with objectives and targets (% reductions/improvements) including a strategy to achieve a lower intervention level</li> <li>a local management group<sup>3</sup> is established to provide day-to-day support to the SSP</li> <li>the police officer is a member of the school's behaviour improvement programme/team</li> <li>the School Link is from the school's Senior Management Team and/or lead behaviour professional</li> <li>the police collate information on crime in and around the school and on offenders on school roll</li> <li>the school provides information on levels of absence, truancy, exclusions and educational outcomes</li> <li>the school collates information on staff, pupils' and parents' perceptions of safety in and around the school</li> <li>a targeted group of young people identified by a multi-agency panel</li> <li>Individual Action Plans developed and reviewed with specific interventions linked to risk and protective factors</li> <li>whole school restorative approaches adopted including review of behaviour policies</li> </ul>

1 Offending proportion means, for example, those young people arrested/convicted and/or the subject of ABCs or ASBOs

2 Steering Group meets quarterly to review progress of action plan

3 Management Group should comprise of School Link, SMT representative (if not School Link), SSP PC and their police line manager





# 9 intervention levels

Level 3			
Criteria	Aim	Resources	Expectations
<ul style="list-style-type: none"> <li>truncy above the national highest quartile</li> <li>total absence above the highest quartile of all English schools</li> <li>high number of exclusions</li> <li>GCSE results below the lowest quartile of all English schools</li> <li>a significant proportion of pupils and staff feeling unsafe</li> <li>offending proportion<sup>1</sup> of school roll above 2 per cent</li> <li>lower number of crime/disorder reports in school log (per week, averaged over 6 months)</li> <li>some local concern over crime and ASB by pupils from within the school</li> </ul>	<ul style="list-style-type: none"> <li>reduce offending</li> <li>improve safety in and around school</li> <li>improve attendance</li> <li>reduce truncy</li> <li>reduce exclusions</li> <li>improve educational outcomes</li> <li>improve perception of police and partners</li> </ul>	<ul style="list-style-type: none"> <li>F/T PC (available for other duties)</li> <li>School Link</li> <li>Secondcees from other agencies</li> </ul>	<ul style="list-style-type: none"> <li>a multi-agency steering group<sup>2</sup> is established to provide ongoing strategic support for the SSP</li> <li>an information sharing protocol is agreed</li> <li>a multi-agency action plan developed with objectives and targets (% reductions / improvements)</li> <li>including a strategy to achieve a lower intervention level</li> <li>a local management group<sup>3</sup> is established to provide day-to-day support to the SSP</li> <li>the police officer is a member of the school's behaviour improvement programme/team</li> <li>the School Link is from the school's Senior Management Team and/or lead behaviour professional</li> <li>the police collate information on crime in and around the school and on offenders on school roll</li> <li>the school provides information on levels of absence, truancy, exclusions and educational outcomes</li> <li>the school collates information on staff, pupils' and parents' perceptions of safety in and around the school</li> <li>a targeted group of young people identified by a multi-agency panel</li> <li>Individual Action Plans developed and reviewed with specific interventions linked to risk and protective factors</li> <li>whole school restorative approaches adopted including review of behaviour policies</li> </ul>

1 Offending proportion means, for example, those young people arrested/convicted and/or the subject of ABCs or ASBOs

2 Steering Group meets quarterly to review progress of action plan

3 Management Group should comprise of School Link, SMT representative (if not School Link), SSP PC and their police line manager

3



Level 4			
Criteria	Aim	Resources	Expectations
<ul style="list-style-type: none"> <li>either truancy above the national highest quartile; or total absence above the highest quartile of all english schools or number of crime/disorder reports in school log remains a concern</li> <li>low number of exclusions</li> <li>perceptions of safety amongst staff, pupils and their carers are of concern</li> </ul>	<ul style="list-style-type: none"> <li>reduce offending</li> <li>improve safety in and around school</li> <li>improve attendance</li> <li>reduce truancy</li> <li>reduce exclusions</li> <li>improve perception of police and partners</li> </ul>	<ul style="list-style-type: none"> <li>P/T PC or PCSO</li> <li>School Link</li> <li>Secondees from other agencies</li> </ul>	<ul style="list-style-type: none"> <li>a multi-agency steering group<sup>2</sup> is established to provide ongoing strategic support for the SSP</li> <li>an information sharing protocol is agreed</li> <li>a multi-agency action plan developed with objectives and targets (% reductions/improvements) including a strategy to achieve a lower intervention level</li> <li>a local management group<sup>3</sup> is established to provide day-to-day support to the SSP</li> <li>the police officer or PCSO is a member of school's behaviour improvement programme/team</li> <li>the School Link is from school's Senior Management Team and/or lead behaviour professional</li> <li>the police collate information on crime in and around the school and on offenders on school roll</li> <li>the school provides information on levels of absence, truancy, exclusions and educational outcomes</li> <li>the school collates information on staff, pupils' and parents' perceptions of safety in and around the school</li> <li>a targeted group of young people identified by a multi-agency panel</li> <li>Individual Action Plans developed and reviewed with specific interventions linked to risk and protective factors</li> <li>whole school restorative approaches adopted including review of behaviour policies</li> </ul>
4			
Level 5			
Criteria	Aim	Resources	Expectations
<ul style="list-style-type: none"> <li>levels of truancy, absence and exclusions within acceptable levels</li> <li>high achieving school</li> <li>crime and disorder in and around school at a minimal level</li> </ul>	<ul style="list-style-type: none"> <li>deliver citizenship programme</li> <li>improve perception of police and partners</li> </ul>	<ul style="list-style-type: none"> <li>School Officer<sup>4</sup> or PCSOs or police staff</li> </ul>	<ul style="list-style-type: none"> <li>the police collate information on crime in and around the school and on offenders on school roll</li> <li>the school collates information on staff, pupils' and parents' perceptions of safety in and around the school</li> </ul>
5			
<p><sup>1</sup> Offending proportion means, for example, those young people arrested/convicted and/or the subject of ABCs or ASBOs</p> <p><sup>2</sup> Steering Group meets quarterly to review progress of action plan</p> <p><sup>3</sup> Management Group should comprise of School Link, SMT representative (if not School Link), SSP PC and their police line manager</p> <p><sup>4</sup> Or local equivalent designation</p>			



## 9 intervention levels

### learning points

- ✓ In order to establish the appropriate level of intervention an initial audit is required to assess the grouping of pupils into high, medium or low risk.
- ✓ A multi-agency working group needs to determine for each school/pupil an outline action plan with both short-term and long-term actions that should be addressed by the school, supported by the police and other agencies.
- ✓ Short-term actions should be reviewed monthly by the multi-agency working group.
- ✓ The Safer School Partnership can be the conduit for local agencies to address significant issues in and around the school.
- ✓ The development of a multi-agency partnership response will ensure that issues are addressed more effectively and with a likelihood of longer term benefits.





This section provides a list of actions that individual agencies need to take in order to introduce Safer School Partnerships (SSPs). Although it is recognised that there may be local issues in taking any of these actions, such as competing service priorities and staff development costs, this framework of actions will enable agencies to secure significant benefits from enhanced services and reduced costs (see *Monitoring and Evaluating the Safer School Partnerships (SSPs) Programme* – Youth Justice Board for England and Wales, 2005).

The following table suggests specific actions which particular agencies can take. Where relevant, it also shows additional benefits and common constraints.

Agency	Specific actions	What is in it for my agency?	Possible constraints
Schools	<ul style="list-style-type: none"> <li>provide the steering group (or identified accountable body) with school data on exclusions, truancy, absenteeism, incidents in school, perceived levels of safety (including victimisation and bullying) and educational outcomes</li> <li>agree with police and other partners (steering group) as to the most appropriate intervention level</li> <li>identify a member of the Senior Management Team to be the 'School Link'</li> <li>agree a protocol that identifies and clarifies roles and responsibilities of SSP staff and support links both within and outside of the school</li> <li>develop holistic school behaviour policy, including restorative approaches</li> <li>brief governors, teaching and support staff on roles and responsibilities within SSP</li> <li>brief carers and pupils on SSPs</li> <li>representation at SSP Strategic Steering Group meeting and SSP Management Group meeting</li> <li>allocate office space for SSP team</li> <li>establish an information sharing agreement with the local Yot to include regular updating by the Yot of offenders on the school roll</li> <li>assist in the development of school-based interventions for children and young people with additional needs (through In-service Training)</li> </ul>	<ul style="list-style-type: none"> <li>an enhanced school behaviour policy</li> <li>partnership integration of the SSP into behaviour management within the school</li> <li>improved behaviour management</li> <li>commitment and ownership of the SSP from school staff</li> <li>school staff have a clear understanding of the role of SSP</li> <li>multi-agency support for vulnerable children and young people</li> <li>enhanced pupil and staff safety</li> <li>support from other agencies to address truancy, absences and exclusions</li> <li>enhanced pupil attainment</li> <li>assistance in the achievement of Every Child Matters outcomes</li> <li>assistance in the development of Extended School provision</li> </ul>	<ul style="list-style-type: none"> <li>pressure of core teaching commitments consumes resources and staff availability</li> <li>concerns about stigmatising vulnerable groups</li> <li>concerns about the possible public perception of the school</li> </ul>



Agency	Specific actions	What's in it for my agency?	Possible constraints
Local Authority (LA)	<ul style="list-style-type: none"> <li>inclusion of SSP into teacher training days (including primary school staff)</li> <li>develop protocols for co-terminosity</li> <li>promote the benefits of Safer School Partnerships</li> <li>in the absence of a Children's Trust protocol covering information sharing, the LA should develop an area protocol</li> <li>the LA should develop an area protocol for incident reporting</li> <li>agree protocol regarding SSP transitional work</li> <li>ensure representation on Strategic Steering Group</li> </ul>	<ul style="list-style-type: none"> <li>ensures availability of teaching staff to attend SSP training</li> <li>improves transitional phase for children and young people outside of the LA</li> <li>increased school commitment and 'buy-in' to the programme</li> <li>enhanced school attainment in LA area</li> <li>reduced costs arising from crime and vandalism</li> <li>improves retention of teaching staff</li> <li>assists in the achievement of Every Child Matters outcomes</li> <li>assists in the development of Extended School provision</li> </ul>	<ul style="list-style-type: none"> <li>content of teacher training days are set in advance</li> <li>future role of LAs</li> </ul>
Local Accountable Body	<ul style="list-style-type: none"> <li>provide strategic governance</li> <li>provide training on SSP</li> <li>chair Strategic Steering Group</li> <li>ensure the Safer School Partnership programme is recognised and included in local wider prevention and children and young people's strategies</li> <li>collate crime, anti-social behaviour and educational data from local agencies on every school in their area</li> <li>convene a multi-agency panel or steering group to consider the data for each school and to identify and agree an appropriate intervention level for each school</li> <li>develop a strategy to introduce the Safer School Partnership programme to schools in the area</li> <li>ensure protocols between schools, police and other agencies are agreed and signed</li> </ul>	<ul style="list-style-type: none"> <li>Assists local agencies in the achievement of Every Child Matters outcomes</li> <li>Provides an integrated range of programmes for children and young people (C&amp;YP)</li> </ul>	<ul style="list-style-type: none"> <li>proposed Local Accountable Body is not well established and does not achieve the appropriate strategic response from other agencies</li> <li>poor data flow disables the potential effectiveness of the strategic group</li> <li>failure to provide continuous review</li> </ul>

Agency	Specific actions	What's in it for my agency?	Possible constraints
Local Accountable Body (continued)	<ul style="list-style-type: none"> <li>assist with the development of targets and mechanisms for measurement and evaluation</li> <li>identify the resources available, commission additional resources, agree tasking to provide appropriate support to each school</li> <li>provide an appropriate forum to discuss the requirements of the programme and facilitate continuous development</li> </ul>		
Children's Trust	<ul style="list-style-type: none"> <li>ensure representation on Strategic Steering Group</li> <li>ensure SSP is co-ordinated into local CAF (Common Assessment Framework )</li> <li>link the work of SSP into Local Preventive Strategy (LPS) for C&amp;YP</li> <li>support to agencies working with children and young people with additional needs through both targeted and universal provision of services</li> </ul>	<ul style="list-style-type: none"> <li>enhanced ability to achieve ECM outcomes</li> <li>enhanced relationships with other agencies</li> <li>improved information sharing</li> <li>enhanced identification of vulnerable C&amp;YP</li> <li>Common Assessment Framework</li> <li>development of enhanced, integrated and responsive services</li> <li>assists in the development of Extended School provision</li> </ul>	<ul style="list-style-type: none"> <li>Children's Trusts at different points of development without the necessary resources or structure to support the SSP programme</li> </ul>
CDRP	<ul style="list-style-type: none"> <li>provision of data to accountable body for each school and their surrounding area</li> <li>ensure representation on Strategic Steering Group</li> <li>include SSP in Community Safety Strategy</li> </ul>	<ul style="list-style-type: none"> <li>the work of SSP becomes integrated into Community Safety Strategies</li> <li>enhances the links with Children's Trusts</li> <li>enhances CDRP partnership working</li> <li>assists in the achievement of Every Child Matters outcomes</li> <li>assists in achieving targets</li> </ul>	<ul style="list-style-type: none"> <li>CDRPs vary in approach and have not considered SSPs within their strategies</li> </ul>



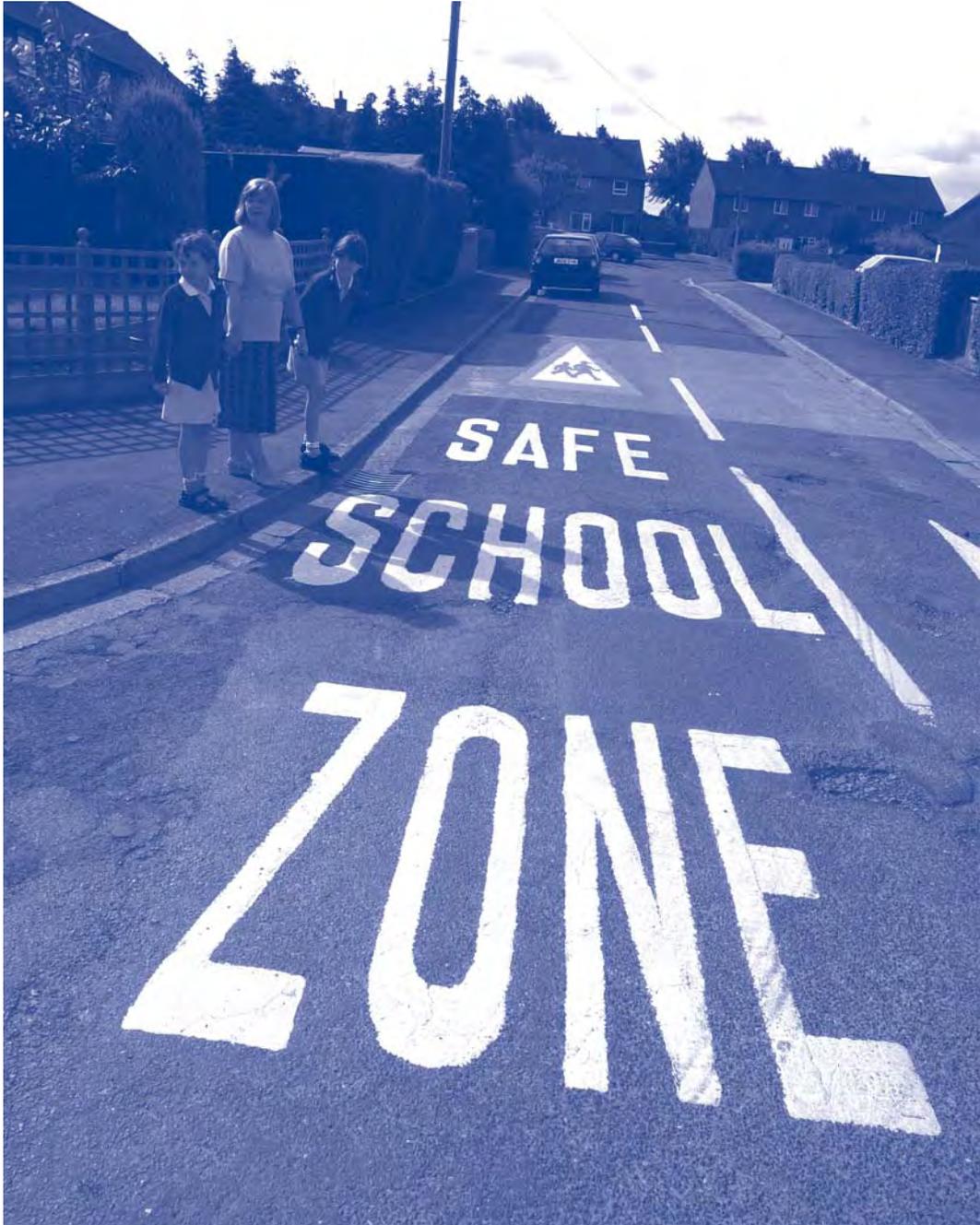
Agency	Specific actions	What's in it for my agency?	Possible constraints
Police	<ul style="list-style-type: none"> <li>collate, review and provide to the local accountable body, evidence on area crime rates from police data</li> <li>agree with schools and other partners (steering group) as to the most appropriate intervention level</li> <li>integration of SSP into Neighbourhood Policing</li> <li>develop and agree protocols with schools (and other agencies involved in SSP) including roles, responsibilities and line management</li> <li>commit to attendance of a senior police officer at Strategic Steering Group meetings (if not already represented)</li> <li>recruit and train appropriately skilled and qualified police officers to work in schools</li> <li>assist in the development of school-based interventions for children and young people (C&amp;YP) with additional needs</li> <li>utilise restorative approaches in the school setting</li> </ul>	<ul style="list-style-type: none"> <li>clear governance</li> <li>improved links between police and school community</li> <li>improved perception of police</li> <li>increased levels of information / intelligence</li> <li>targeted approach to reducing crime and anti-social behaviour</li> <li>effective use of resources</li> <li>improved crime reduction</li> </ul>	<ul style="list-style-type: none"> <li>no clear definitions of a 'neighbourhood' or the level of staffing for the team</li> <li>inappropriate recruitment of SSP / Neighbourhood Policing Officers</li> <li>continued ineffective 'buy-in' from senior police officers</li> </ul>
Yots	<ul style="list-style-type: none"> <li>provision of data to SSPs and/or accountable body</li> <li>ensure representation on Strategic Steering Group</li> <li>inclusion of SSP into Yots Youth Justice Plan</li> <li>provision of SSP training to Yot staff</li> <li>development of Yot policy to provide appropriate support to SSPs</li> <li>provision of places on Yot programmes for young people identified by SSP as at risk</li> </ul>	<ul style="list-style-type: none"> <li>increased understanding of the work of SSPs</li> <li>improved relationships with schools</li> <li>increased provision of early prevention and enhanced identification of 'at risk' young people</li> </ul>	<ul style="list-style-type: none"> <li>poor support of prevention programmes</li> </ul>
School-based initiatives	<ul style="list-style-type: none"> <li>joint development/provision of interventions</li> <li>use Common Assessment Framework for identification of children and young people with additional needs</li> <li>joint planning for case management</li> </ul>	<ul style="list-style-type: none"> <li>multi-agency response to C&amp;YP</li> <li>sharing of resources</li> <li>improved delivery of initiatives</li> </ul>	<ul style="list-style-type: none"> <li>silo working</li> <li>failure to share resources</li> </ul>

## Resources CD

- Key terms and definitions
- Partnership development tools including protocols, intervention templates and action flowcharts
- School incidents/crime recording documents
- Evaluations and reports
- School survey templates
- Job descriptions and person specifications
- Effective practice/pen pictures

## Links

- Department for Education and Skills - [www.everychildmatters.gov.uk](http://www.everychildmatters.gov.uk)
- Home Office - [www.homeoffice.gov.uk](http://www.homeoffice.gov.uk)
- Association of Chief Police Officers - [www.acpo.police.uk](http://www.acpo.police.uk)
- Youth Justice Board - [www.youth-justice-board.gov.uk](http://www.youth-justice-board.gov.uk)
- Crime Concern - [www.crimeconcern.org.uk](http://www.crimeconcern.org.uk)
- Safer School Partnerships website - [www.saferschoolpartnerships.com](http://www.saferschoolpartnerships.com)
- Teacher.net - [www.teachernet.gov.uk/wholeschool/behaviour/saferschoolpartnerships](http://www.teachernet.gov.uk/wholeschool/behaviour/saferschoolpartnerships)
- Neighbourhood Policing – [www.neighbourhoodpolicing.com](http://www.neighbourhoodpolicing.com)
- National Evaluation of the Restorative Justice in Schools Programme – [www.youth-justice-board.gov.uk/Publications](http://www.youth-justice-board.gov.uk/Publications)
- Monitoring and Evaluating the Safer School Partnership Programme – Youth Justice Board 2005 [www.youth-justice-board.gov.uk/Publications](http://www.youth-justice-board.gov.uk/Publications)
- Estimating the Impact of the Safer School Partnerships Programme - [www.york.ac.uk/criminaljustice/New\\_SSP1.pdf](http://www.york.ac.uk/criminaljustice/New_SSP1.pdf)
- Drugs: Guidance for police working in schools and colleges – [www.drugscope.org.uk](http://www.drugscope.org.uk)





© Crown Copyright 2006

Produced by the Department for Education and Skills, supported by the Home Office, Association of Chief Police Officers (ACPO), Youth Justice Board (YJB).  
Extracts from this document may be reproduced for non commercial education or training purposes on the condition that the source is acknowledged.