Safer School Partnerships Guidance

This guidance provides advice on what constitutes a Safer School Partnership (SSP), the benefits, how to set up and how to maintain an SSP. The guidance only applies to England. It is for head teachers, school staff and governors, police officers, local authorities, children's services and others professionally involved in keeping children and young people safe. The guidance offers practical advice, with case studies of good practice. It updates and replaces the Mainstreaming SSPs guidance, issued in 2006.

*Safer School Partnerships can benefit **all** schools, and they should be the norm, not the exception. They are not indicative of a school with problems, but provide an opportunity for all schools to promote and develop a safe climate of learning for pupils and staff.*

*Alongside the written guidance, a DVD is available with case study examples of the impact of SSPs in four schools. Copies of this are available to download from teachernet at **www.teachernet.gov.uk/publications** (reference 00219-2009dvd-en.)*

The guidance and DVD were developed to help in delivering the goal set by the Youth Crime Action Plan of SSPs becoming the norm in schools. They both link to the Partnership Working to Keep Pupils Safe series of conferences between November 2008 and February 2009 at which police, schools, local and central government representatives from around the country discussed how to get the best from SSPs. We are very grateful to all who contributed to these workshops and the hard work they are doing around the country to develop joint police and school working.

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In the Youth Crime Action Plan published in July last year, we said that we wanted to encourage the creation of more Safer School Partnerships (SSPs), so that they become the norm rather than the exception. SSPs, an important part of neighbourhood policing, have a central role to play in supporting the triple track approach of enforcement, prevention and support on which the Action Plan is based. Taking early action to ensure pupil safety and to prevent young people from being drawn into crime or antisocial behaviour is important for all pupils and for all schools. And every school – not just those in high crime areas or which have serious issues of antisocial behaviour or offending among its pupils – should consider establishing an SSP.

Figures from a survey carried out by ACPO suggest that over 5,000 schools currently have some sort of formal arrangement with the police. This is great progress and we are grateful to those schools, police and local authorities who have paved the way and set the example.

We recognise that some schools may be wary that the local community might see a regular police presence on the school premises as evidence of serious problems in the school. However, an SSP should be seen as a positive commitment by the school to prevent problems arising and it would be a missed opportunity, both for the school and its pupils, if an SSP were not explored. SSPs deliver positive benefits for everyone – police, schools, pupils and the wider community – in every area, and that's why we want to encourage every school to consider getting on board.

SSPs help young people deal with situations that may result in their becoming victims of crime and bullying. They also provide invaluable support for improving pupil behaviour and attendance, preventing and tackling crime, and improving young people's relations with the police and the local community. The wider school community, including parents, can see the difference in behaviour and attitude in school and outside the school gates, with less truancy and with young people showing more respect for their environment and others in their community.

This guidance has been developed with help from those on the frontline who took part in the Keeping Pupils Safe at Schools conferences between November 2008 and February 2009. An additional DVD resource highlights examples of good practice.

A guiding hand at the right time can be all that's required to help a young person stay on the path to success: this is one thing that SSPs can provide. But they also demonstrate to young people some of the values of their local community and that their wellbeing and safety is taken seriously by the police and by their school.

Jacqui Smith
Home Secretary

Ed Balls
Secretary of State for Children, Schools and Families

1 What is a Safer School Partnership (SSP)?

An SSP is a formal agreement between a school or partnership of schools and police to work together in order to keep young people safe, reduce crime and the fear of crime and improve behaviour in schools and their communities.

This will involve a police officer or police community support officer regularly working at a school or across a number of schools on a full time or part time basis.

Aim of SSPs

1.1   All SSPs aim to ensure:

- the safety of pupils, staff and the school site and surrounding area;

- help for young people to deal with situations that may put them at risk of becoming victims of crime, bullying or intimidation, and to provide support to those who do;

- focused enforcement to demonstrate that those who do offend cannot do so without facing consequences;

- early identification, support and where necessary challenge of pupils involved in or at risk of offending;

- improved standards of pupil behaviour and attendance, and less need for exclusions;

- more positive relations between young people and the police and between young people and the wider community; and

- effective approaches to issues beyond the school site that negatively impact on pupil safety and behaviour.

1.2   SSPs help keep pupils safe, reduce the risk of young people getting drawn into crime or anti-social or extremist behaviour, improve the safety of the school site and surrounding area, build positive relationships between pupils and the police, promote shared values and improve community relations generally within the school and wider community. Through an SSP, pupils who engage in anti-social behaviour or crime can be dealt with quickly and appropriately to prevent unnecessary criminalisation, and pupils who feel threatened by such behaviour or crime can be supported. However, where behaviour fails to improve, or the behaviour is very serious then tougher enforcement measures may need to be used.

1.3   An SSP is a positive way for all schools to demonstrate their commitment to promoting a safe climate of learning and to preventing crime. Ideally, they should be part of a wider strategy for keeping children and young people safe. They can help deliver the five Every Child Matters outcomes and the local Children's Plan.

> **Case Study: Morpeth School, Bethnal Green, London**
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> The SSP at Morpeth School in London was established in 2007, when PC Marion Kent, an experienced schools officer, was placed into the school.
>
> The school has 1200 pupils, aged 11-16, and PC Kent also links with the four feeder primary schools. PC Kent is based full-time in the school in a uniformed role.
>
> The school initially had some concerns about what it would mean to have an SSP officer and how the partnership would work. However, as an experienced officer, PC Kent worked closely with the school to develop a shared understanding and agreement about what the SSP would do and how she would work with the school.
>
> The SSP at Morpeth School takes on a whole school approach. PC Kent works across a broad range of issues, from early intervention, information exchange, dealing with victims and dealing with crime incidents. She gets involved in all aspects of school life.
>
> As a result of her work, PC Kent now has the trust and confidence of the school senior team and works alongside them in all relevant matters and is seen as a key part of the team. She is also fully linked with the local police Safer Neighbourhood Team.

Common characteristics of SSPs

1.4   The SSP model allows for flexibility in approach and implementation; each school or cluster of schools will want to develop the SSP that best reflects its needs and circumstances. However all will share a similar framework and aims, and will want to achieve the same outcomes of keeping young people safe and preventing crime. All should be an integral part of local Neighbourhood Policing. Effective SSPs share the following characteristics:

- a police officer or police community support officer (PCSO) becoming part of the school community and building positive relationships with young people;

- the officer regularly being available on the school site to provide professional advice, on a one to one basis if requested, to pupils and staff;

- support for the school to deal with incidents and repair harm;

- support for appropriate information sharing across all partners and as appropriate with parents or carers;

- agreeing and implementing strategies to support challenging or vulnerable young people;

- clear line management and accountability arrangements agreed with all concerned;

- schools contributing to wider crime prevention objectives and police supporting schools as part of overall neighbourhood policing work;

- a strong partnership approach. The work of the programme needs to be integrated into all the school's structures and supported by the school's key stakeholders, and the police officer or PCSO should be seen as an integral part of the school team;

- establishing links to other local agencies engaged in the protection, safeguarding and wellbeing of young people which might include local authority child protection teams, education welfare officers and attendance officers, children's health services, child and adolescent mental health services (CAMHS), youth offending teams and other youth services, local fire service and local voluntary and community groups. Partnership working of this type is a key aspect of the 21st century schools agenda;

- a focus on the core issues listed in section 1.1 above; and

- systematic evaluation of outcomes which looks at what works and what can be improved.

1.5   Since SSPs were first launched in 2002, a variety of successful models have been developed, reflecting the breadth of local circumstances. For instance:

- a police officer or PCSO may be based full-time in a single school, if there is a need;

- he or she may work across a cluster of schools, perhaps linking to an existing Behaviour and Attendance Partnership or other partnership arrangements. This could involve spending part of the week in each of the schools, or being based mainly in a secondary school, for instance, with visits to feeder primary schools;

- in addition to primary and secondary schools, special schools, Pupil Referral Units and further education colleges can all be involved in an SSP.

1.6   The head teacher and staff retain their responsibility for school discipline and behaviour, though looking to their officer for support and advice as necessary. The officer remains an operational police officer and will make his or her own decisions on when and how to intervene in incidents where the law is threatened.

> **Case Study: Newall Green and St Paul's Schools, Wythenshawe**
>
> PC Iain McLellan is based at two of the biggest schools in Wythenshawe – Newall Green and St Paul's. Both these schools demonstrate highly effective integrated working with a significant number of partner organisations, some of which are based in-house at the schools. These partners include health workers, mentors, attendance officers, education welfare officers, social workers and Connexions advisors as well as PC McLellan himself.
>
> These people become familiar faces in the local community, creating a real sense of neighbourhood and showing the pupils that support doesn't end when they leave the school grounds. Every Friday night, PC McLellan joins a multi-agency team including representatives from social services, housing, youth intervention, youth work, youth offending teams and schools, who patrol the local area looking for children who need help or who are in trouble. They help and support children who are misusing drink or drugs or getting into fights, as well as those who may just need some advice and support. Having representatives from so many different agencies means the team can respond to the range of needs they may have, and can do what's right for them.
>
> PC McLellan says: "It's a very different culture, it's a great way of working as it allows us to really get to know the young people and make decisions based on what is best for them."
>
> *Source: CWDC*

1.7   While SSPs can bring benefits to all schools in all circumstances, they can also help in preventing and tackling specific issues which individual schools or groups of schools may have, such as:

- bullying of particular groups and associated issues of racial tension or homophobia for example;

- violent extremism;

- weapons;

- gang culture and group offending;

- drugs and alcohol misuse;

- when challenging pupils move between schools (for example as a result of a managed move or transfer following exclusion from one school);

- raising pupils' awareness of specific crime issues, such as tackling financial fraud;

- working with other agencies on issues of local concern, such as safeguarding, domestic violence or sexual exploitation.

SSP officers can also contribute towards Personal Social and Health Education (PSHE) and citizenship education.

1.8   Some areas may find that SSPs can help with the early identification and support for pupils vulnerable to the messages of violent extremism. Pupils most at risk of radicalisation are supported through early intervention and as a result radical messages are challenged and rejected by the school community. Building a trusted relationship between the police and schools to develop a joint understanding of actions partners could take to address this issue can be very constructive.

1.9   Actions the SSP could undertake in these situations might include going through the relevant sections of 'Learning together to be safe: A toolkit to help schools contribute to the prevention of violent extremism', encouraging open debate and promoting shared values can help build the resilience of schools to violent extremism and identifying and inviting external speakers/community contacts who could discuss extremism or cultural issues with young people.

Case Study: Hounslow SSP

SSP officers have been able to offer help and support to a school in Hounslow after it raised concerns about the extremist comments that some of its students were posting on the internet.

The school, in partnership with the Safer School officers and the Hounslow Police Prevent Team, have delivered a range of Prevent activities to engage students on issues around extremism. This has included an assembly for the entire lower sixth year on "What is extremist behaviour ?" incorporating identity, culture & stereotypes and the use of teaching tools and workshops such as the "Communities Together" DVD and "Watch Over Me" programme, which provoke discussion and debate between the police, school staff and pupils and provide learning on how to handle risk and lead a safer life.

The feedback from teachers and pupils has been very positive and the partnership are planning an ongoing programme of Prevent activity to help build the resilience of the school and its pupils to extremist messages.

SSPs and the National Indicators

SSPs can help local areas meet their objectives measured by the National Indicator Set. As noted earlier, SSPs can contribute to reduced levels of anti-social behaviour, bullying, permanent exclusions, and youth crime. Improving behaviour levels and pupils' feelings of safety within school could also help improve attainment levels. Key indicators for which SSPs could make a positive impact include:

- NI 17 – perceptions of anti-social behaviour
- NI 22 – perceptions of parents taking responsibility for the behaviour of their children in the area
- NI 69 – children who have experienced bullying
- NI 86 – secondary schools judged as having good or outstanding standards of behaviour
- NI 87 – secondary school persistent absence rate
- NI 111 – first-time entrants to the youth justice system aged 10–17
- NI 114 – rate of permanent exclusions from school
- NI 115 – substance misuse by young people
- Attainment indicators – NI 72–78 and 93–101

1.10 SSPs should also contribute to the wider policing effort, becoming part of the problem-solving processes used by local partnerships to address wider community concerns.

How SSPs can deliver their core aims

1.11 The table below suggests some of the activities that could meet the core aims of an SSP as set out in paragraph 1.1 above and set out in the SSP protocol. The list is not exhaustive but contains some ideas of what schools and police might do to improve safety in the school.

Aim	Desired Outcome	Examples of activities
Improve the safety of pupils, staff and the school site	1) All pupils reporting feeling safer because there are **positive relationships** between police, partners, and pupils. 2) Reduced pupil or staff concern about **hotspots** on school site, school travel and school neighbourhood.	• Patrol school grounds and ensure highly visible presence at key points in the school day. • Help schools review their critical incident plans and support schools in any incidents. • Help deal with issues of pupil safety and behaviour on journeys to and from school. • Help schools to develop crime prevention strategies to improve the physical security of the premises and the personal safety of all who use it. • Joint review by all partners of school security and how the school deals with intruders.

Aim	Desired Outcome	Examples of activities
Early identification, support and challenge of pupils at risk of offending	1) Pupils most at risk of causing harm are challenged or supported through **early intervention** services tackling issues of behaviour, attendance and/or mental health.	• Working with other agencies to challenge and support young people at risk of offending. • Support access of at-risk young people to extended schools and Targeted Youth Support activities. • Agreed intervention programmes by youth offending team and police for targeted young people to prevent anti-social or criminal behaviour. • Regular multi-agency team meetings on current casework and community issues which affect young people in the school to ensure common approaches and actions.
Help for young people to deal with the risk of becoming victims and support for those who are	1) Pupils are more aware of risk factors to becoming victims and are more confident in how to avoid victimisation. 2) Pupils feel safer and more secure at school. 3) Pupils who become victims have support and advice on how to deal with it. 4) Pupils have more confidence in how to get help if they need it.	• Awareness raising for all pupils on issues around safety and crime. Targeted advice and support for young people at risk of harm. • Help deal with issues of pupil safety and behaviour on journeys to and from school. • Help set up ways to report if pupils have been victims of crime. • Ask young people to suggest reparation activities they think young offenders on community sentences in their area should be carrying out, and relaying those ideas to the local Youth Offending Team. Ideally also providing feedback on which projects are being taken forward.

Aim	Desired Outcome	Examples of activities
Improved standards of pupil behaviour and attendance	1) Reduction in pupil absence, particularly persistent absence. 2) reduction in the need for exclusions.	• Regular and structured truancy patrols which will help to reduce unauthorised absences. • Working with other agencies to challenge and support young people at risk of offending. • Targeted work, alongside other agencies, with pupils who are persistent absentees. • Use restorative approaches to challenge and change the behaviour of young people and to resolve conflict. • Work with school staff to enhance young people's awareness and acceptance of their responsibilities and rights as citizens and members of the community.
Improve relations between young people and the police/wider community	1) Police presence on school premises allows young people to become comfortable and familiar with police, and to build up trust.	• Build closer links with neighbourhood police teams and the local authority services based in those neighbourhoods. • SSP officer contributing, as appropriate, to PSHE and citizenship education. • Work within Extended School arrangements on extra-curricula activities.

Aim	Desired Outcome	Examples of activities
Help deal with issues beyond the school site that negatively impact on pupil safety and behaviour	1) Reduced pupil or staff concern about **hotspots** on school site, school travel and school neighbourhood.	• Visible police and school staff patrols after school, around the school and on local transport networks/interchanges. • Working with local businesses and partnerships such as community wardens (e.g. shops near the school) and transport providers to help deal with issues of concern. • Work with school staff to enhance young people's awareness and acceptance of their responsibilities and rights as citizens and members of the community.

Case Study: tackling knives in Camden

As part of its work to reduce serious youth violence amongst young people, the SSP Unit at Camden Police held an 'Anti Knife' football tournament for all the secondary schools across the borough. This unique occasion brought young people together to take part in an event to help improve the interaction between students from different schools. Before the tournament began, a presentation was given to the players, highlighting the dangers of knife crime, carrying knives and the need for young people to understand and respect one another. The SSP officers were referees for the games, and wore T-shirts with the slogan "Value your life, don't carry a knife".

The SSP team attended all the schools to present prizes/trophies to students who had displayed the best attitude towards others throughout the tournament. Camden Police report that, as a result of the initiative, they have noticed an improvement in aggressive behaviour of young people in the borough.

Case Study: Oxfordshire schools tackling victimisation

PC Jones is the SSP officer for a cluster of secondary schools in Oxfordshire. He spends at least half a day a week in each school. There are posters up in all of the schools which contain his contact details so that if anyone (teachers, pupils and parents) wants to get in touch with him in an emergency they can.

In one school, Year 8 pupil David was being bullied by another boy in his class – Matthew. In one lesson Matthew was using a blade from a pencil sharpener to slash the back of David's blazer.

David did not report it because he did not think it was important. When David got home his mum rang the police and PC Jones was alerted. PC Jones and the Head of Year, Mr Jackson, asked the parents of both boys to come into the school. Matthew had initially denied his part but when confronted with the evidence and informed that he could be taken to the police station he admitted what he had done.

PC Jones spoke to David's mum and explained that he could arrest Matthew but also discussed alternatives to arrest. David's mother was mainly concerned that the bullying should stop and she agreed to PC Jones' suggestion that he arrange a restorative conference between the two boys.

The boys agreed to the ground rules for the conference: not to leave, not to swear or shout and to listen to each other. PC Jones and Mr Jackson mediated the conference between the two boys, starting by asking David to say how the bullying had made him feel and then asking Matthew to say why he did it. The conference lasted for about 20 minutes and once Matthew had apologised and acknowledged the harm he had caused, the boys agreed to put the incident behind them and shook hands.

Since the conference the bullying has stopped. Both boys are happier and more settled in school and PC Jones keeps an eye out for both of them. Both boys have approached PC Jones to talk about other concerns and just to have a chat.

(names have been changed to protect the identity of those involved)

2   The benefits of SSPs

2.1   The message from research and delivery partners is clear – SSPs offer real benefits to schools, the police, young people and the wider community. This is why all schools should consider setting up an SSP. These benefits can be seen particularly strongly in three main areas; reassurance and responsiveness; relationships and risks.

> **York University Evaluation Outcomes**
>
> An evaluation of SSPs carried out by York University in 2005, on behalf of the Youth Justice Board, found that:
>
> - Absence/truancy rates in the SSP schools they surveyed fell significantly relative to comparison schools
>
> - SSPs provide good value for money for schools and police forces in terms of the benefits they deliver
>
> - Victimisation outcomes in participating schools improved
>
> - SSP schools were developing new and innovative approaches to identifying and engaging with pupils at risk of offending
>
> - SSP officers were able to dedicate time to supporting vulnerable young people in difficult transition periods, e.g. year 7 pupils adapting to secondary school
>
> - Pupils in SSP schools felt considerably safer than their counterparts in non-SSP schools.

Reassurance and responsiveness

2.2   As a member of the school community, an SSP officer is a highly visible and approachable presence, on hand to advise on issues around crime, safety, and the law, and work with the school to diffuse any tensions or conflicts within the school community that may arise.

Relationships

2.3   One of the key aims of the SSP programme is to build more positive relationships between young people and police. Giving young people a chance to meet police officers in school, away from some of the influences of the street, can help to foster these relationships. This can then have benefits for the police when encountering them in the wider local community.

> **Case Study: Bodmin College**
>
> This large secondary school in Cornwall had few real behavioural problems, but nevertheless wanted to engage with their local police through an SSP. The head wanted to improve police engagement with pupils in order to improve school and community confidence, address problems of unwelcome visitors accessing the school site as well as truancy issues. He also wanted help identifying vulnerable young people in order to provide additional support.
>
> The school staff and police officers worked together enthusiastically and both soon saw the benefits of this partnership working, as did their extended partners across the local authority. But it is the pupils themselves who gained the most from this positive engagement with the police. The police have worked with the school to introduce a number of new activities, targeting especially the more vulnerable pupils.
>
> The introduction by the police of restorative justice techniques to resolve disputes has prevented issues between pupils worsening. The local community also appreciates the new atmosphere of cooperation at the school, with the additional patrols around school at different times, and the greater respect pupils now show the police, both inside and outside school.
>
> Neighbourhood police teams have become an integral part of the school community and regularly engage with pupils, both formally and informally. Officers participate in sports projects, and pupils are given ample opportunity to air their views in regular meetings with the police and other partners.

2.4   Interaction between different SSPs can help share innovative and successful new approaches to the work, and SSP officers or other staff from different schools may wish to meet regularly to share ideas and discuss goals.

2.5   A police link at the school may also be useful in attracting a range of other external services. For example officers from the fire service can talk to children about fire safety and the dangers of hoax calling and arson. Similar links may be made with the local ambulance service, as well as officers from transport police, secure establishments, and community organisations.

Risk

2.6   Schools often have concerns about the wellbeing or safety of a child. An effective SSP may improve access to or contact with the appropriate services who can react to ensure the safety of the child and if necessary other members of the family. Similarly, an SSP may facilitate efficient and easy exchange of information about pupils at the school including those who are under the care of one of the partner external services.

2.7   Decisions about sharing personal information must be made on a case by case basis. *Information Sharing: Guidance for Practitioners and Managers* offers clear and practical guidance on when and how practitioners can share information legally and professionally

about an individual with whom they are in contact and police and schools should have regard to this when dealing with children who are at risk.

Specific benefits:

Pupils will

- feel safer, knowing that a police officer is on hand to help resolve conflicts and respond to harmful behaviour;

- learn more effectively as they grow more confident that they can attend school in safety;

- find out how to avoid being drawn into crime and anti-social or extremist behaviour and learn more about what the police do in the community;

- receive support if they have been victims of crime and learn new skills to avoid being victims and be safer on journeys to and from school; and

- benefit from a positive role model through contact with the SSP officer.

Schools will

- see improved pupil behaviour and attendance, and potentially fewer exclusions and better academic achievement;

- be helped to identify, challenge and support pupils most at risk of causing harm and offending through benefiting from the professional expertise a police officer can bring;

- receive support to identify and help pupils most susceptible to the messages of violent extremism and/or gang culture, if these are particular issues in the area;

- benefit from the specialist support the police can offer in dealing with screening pupils for weapons; searching pupils for certain items; dealing with intruders to the school, including any violent or abusive adults; and dealing with incidents where physical force is needed to control or restrain a pupil;

- experience a calmer school environment which is more conducive to learning and achieving and where all members of the school community will feel safer;

- integrate better within multi-agency teams, helping to support more effective interventions with pupils and families; and

- build better relations with the local community.

The police will

- see reductions in youth crime and anti-social behaviour, through identifying and dealing with issues at an early stage in school;

- see improved public confidence in local policing as a result of the relationships built through SSPs;

- achieve improved efficiency and better use of police time in terms of prevention and early intervention;

- be able to better support and monitor prolific and other priority young offenders through working with schools and multi-agency teams;

- be able to identify and support children and young people who feel threatened by crime and anti-social behaviour;

- have the opportunity to talk to young people about local crime issues – including if there are problems around gang culture or group offending, weapon carrying or risks from violent extremism; and

- build better relationships with young people and their parents, which will have significant benefits in the wider community.

Parents will

- be more confident about their children's safety in an SSP school and on journeys to and from school;

- be reassured that any particular tensions in the local community such as racism, gang culture or weapons issues will not be allowed to intrude on the school;

- if their child is at risk of involvement in anti-social behaviour or crime, know that the police presence in school will help deal with this in an appropriate way;

- be reassured that teachers have the support of police in ensuring good pupil behaviour and attendance, and in tackling bullying; and

- know that their child is being encouraged to trust the police and to take a responsible attitude towards issues around crime.

Local authorities and other partners will

- benefit from the impact that SSPs can have on helping them reach a number of local and national targets, including measures on public perceptions of safety;

- benefit from effective exchange of information. Schools and children's services working more closely with the police leads to more effective safeguarding arrangements; and

- receive support for effective multi-agency working, including early intervention and prevention strategies with pupils and families and (as appropriate) local Prevent and Deter arrangements.

Case Study: Underley Hall School

Underley Hall is a small residential special school in a small town in Cumbria. The local parish council, head teacher and local police decided to use the SSP approach to reinforce good behaviour both in and outside school.

A police officer was assigned to the school on a full time basis and worked closely with the pupils to promote respect for others in the school and community, raise their self esteem, provide opportunities for the children to work with positive role models (especially male), and secure funding for special projects to motivate and challenge the young people.

The programme required much time and effort, not only from the officer but other partners, including those on the town council and of course the school staff. Good communication between all partners was key.

The results, however, made all the effort worthwhile. The special projects, including one to renovate benches in a local park, were hugely successful and gave the children a real sense of achievement. As a result, there has been a marked improvement in pupils' behaviour in and out of school.

Case Study: Bridgemary Community Sports College, Gosport

The SSP at Bridgemary Community Sports College in Gosport, Hampshire identified four main aims:

(i)   reduce incidents of crime in the college and wider community;

(ii) provide a safe and secure school;

(iii) help ensure young people remain in education (attendance); and

(iv) engage with young people to challenge unacceptable behaviour.

To address these aims, the SSP officer arranged for the college site to be surveyed by a Crime Prevention Officer which led to physical changes being made to the college environment to 'design out' crime opportunities. For example, a door which allowed truants and smokers to leave the building was replaced with an electronic door that can only be opened in the case of a fire.

Following an audit by the SSP officer of the use and location of CCTV cameras, an improved system was installed at better locations. The regular scanning of CCTV data showed that many incidents involved newly arrived students. This led to a 'Transition Team' being set up to support new arrivals in a more holistic way. College staff reported a marked reduction in playground incidents and a decline in smoking on the premises, while students reported feeling safer on the college site.
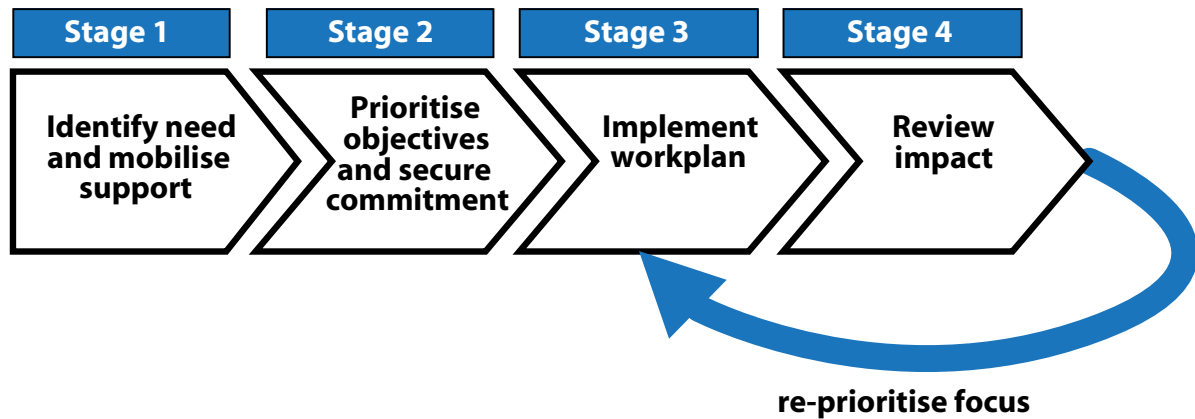
 Persistent absence was a serious concern for the college. The SSP officer worked with the Education Welfare Officer and the Attendance Officer on actions to address this issue. Actions included regular truancy sweeps, home visits and action planning. In autumn 2006, 129 students were persistently absent; this number fell to 73 by the autumn of 2007.

3 How to set up an SSP

3.1 Schools, police and other key partners in successful SSPs share a commitment to the principles of the partnership and an agreed focus and drive. Many successful SSPs have achieved this by following the process outlined below:

Stages in the planning and delivery of a Safer Schools Partnership:

Stage 1	Stage 2	Stage 3	Stage 4
Identify need and mobilise support	**Prioritise objectives and secure commitment**	**Implement workplan**	**Review impact**

re-prioritise focus

Stage 1: Identify need and mobilise support

3.2 The impetus to set up an SSP can come from a number of different sources, including a school's leadership team, the police service, parents or other local partners with an interest in young people's safety (e.g. Crime and Disorder Reduction Partnership, Behaviour and Attendance Partnership, Children's Trust). Below are some initial steps that can be taken to start the process.

- **Schools and Governors**

– Discuss the issue – examine the needs of your school, or cluster of schools, and explore how being part of an SSP would benefit you. Consider the sort of thing you think the SSP officer would be able to do in your school.

– Generate support for the partnership, consulting staff and their representative bodies, as well as parents, pupils and governors.

– Discuss the potential for setting up a partnership with the local police – your local neighbourhood policing team would be a good starting point. Involve other partners such as the local authority in the discussion, as appropriate.

- **Police**

– Use local intelligence, such as from Neighbourhood Policing Teams, to identify schools that could benefit from being part of an SSP and what needs could be addressed through having an SSP.

– Work with schools to determine the level of support suitable for each one and decide which schools should be prioritised for setting up a partnership first, taking into account their needs, problems and likely benefits of having an SSP. This should take local resources into account. Some schools will clearly benefit more from the type of intensive pupil/police interaction that SSPs offer. For example, areas with high levels of violent knife crime may

benefit from an SSP that can target its resource on work to address weapons, or reducing gang activity. Schools with high levels of ethnic tension may particularly benefit from the SSP helping with community cohesion programmes.

– Consider what personnel you may have available who would be suitable to take up an SSP role (see section on resources below).

– Discuss with the head teacher(s) of the schools you wish to work with, and others identified as possible partners in the SSP, the potential for setting up a partnership.

– Establish if the school(s) you want to work with require police officers working in the school to have an enhanced level CRB check.

● **Parents**

– The Youth Crime Action Plan (2008) made clear the right of parents to ask that the school consider setting up an SSP.

– Raise the issue with the head teacher or the governing body. You can do this, for example, at a parents' evening, through a Parents' Council or through a parent governor.

● **Local Authorities/Children's Services**

– Consider how local schools and police might be encouraged and supported to develop their existing links into formal SSP arrangements.

– Assess particular local needs, especially of schools particularly likely to benefit from SSP support. Partners should be encouraged to enter into dialogue with police and local schools or partnerships of schools over priority targeting.

– Develop a local plan for SSP development.

Overcoming barriers and obstacles

3.3   Whilst the benefits of SSPs are widely recognised, there may be some obstacles to setting them up where local partners have concerns. This section of the guidance describes key obstacles and suggests how they might be overcome.

3.4   **Schools** are sometimes concerned that having a visible police presence may send out a signal that behaviour is a serious problem or that the school cannot cope. Some **parents and local community** members may have similar concerns. This is understandable, but it reflects a misunderstanding of the purposes of SSPs. The partnerships are a positive affirmation of the schools' commitment to keeping pupils safe, rather than a signal that something is going wrong. Experience from existing SSPs shows that, once the benefits of being in an SSP start to become apparent, initial reluctance among some schools is replaced by enthusiasm. Clear communication about the positive objectives of the SSP at an early stage can help build understanding among parents and the wider community. In addition, setting up an SSP as part of a cluster of schools can reduce concerns that any one school is being 'singled out'.

3.5   Some **police forces** may feel that it is not the best deployment of their officers and a distraction from other priorities. Other practical concerns include how an SSP links to

existing Neighbourhood Policing Teams, and the realisation that the role of the SSP Officer requires a different set of skills from some more mainstream policing. On a personal level some officers may view it as a "soft posting" that may sideline their career progress. However, it is worth bearing in mind that:

- the Association of Chief Police Officers (ACPO) fully supports the SSP programme and sees SSP officers as being an integral part of local Neighbourhood Policing Teams;

- working with young people is challenging, exciting and developmental for officers;

- engaging with young people whilst they are still at school may significantly reduce the risks of them becoming either victims or perpetrators of crime and can therefore help to drive down local crime. There are significant potential savings here to Criminal Justice resources and in terms of benefits to wider society.

3.6 Resource availability is sometimes also perceived as a barrier to SSP development. This is considered further in paragraphs 3.14 to 3.19 below.

Stage 2: Prioritise the SSP's objectives and secure commitment from partners

3.7 Key partners will find it helpful to meet in order to:

- agree the purpose, aims and key outcomes for the SSP;

- agree a protocol setting out the working arrangements for the SSP;

- ensure that each partner is clear about their role and responsibilities;

- consider resources and funding, needs and capacity;

- consider communications to parents and the wider community; and

- consider how the SSP will be governed.

3.8 Being clear about arrangements for the day-to-day line management of the SSP officer is particularly important. In most cases, the officer's line management remains with his or her home force, although the school will have a key role in working with the line manager to help set and develop objectives.

3.9 Some SSPs have found it useful to set up a Steering Group to guide this process which can include representatives from the school, police, other key agencies such as the local authority/Children's Trust and Youth Offending Team as well as the SSP officer. It is also helpful to involve pupils on the Steering Group to ensure their views are heard.

3.10 To reduce the burdens on schools, police and partners, it is worth considering whether any existing partnerships and committees could also play the role of the SSP Steering Group.

3.11 The partners will need to keep all interested parties informed if a consensus is to be achieved on the need for an SSP, including staff/unions and representative bodies, local media, elected members and relevant community groups. Particular efforts should be made to reach those pupils and parents who are harder to engage in the life of the school.

> ### Case Study: Improving community cohesion
>
> A secondary school in the north of England has a multi-ethnic intake, including pupils from white, black and Asian origin families – some of whom have been well-established in the area for generations while others are recently arrived asylum seeking families whose recent experience has been stressful and traumatic. In setting up the SSP, young people who have been regarded as more challenging were given a say in how things should be done. This enhanced their self-esteem and appears to have reduced their propensity to become involved in negative activities.
>
> The involvement of *STOP HATE UK*, a charity working to reduce hate crimes in the UK, has brought hard-to-reach parents into school, and given students the opportunity to better understand the issues faced by the different groups of people in their communities.
>
> Parents have shown interest in continued involvement with the school and a willingness to take part in futher planning. Young people who were initiallly involved in negative incidents have become more responsive to education and more willing to engage with, and to contribute to, school processes. Parents seem happier and young people feel that they have a voice.

3.12 The next step is for the school and the police to work together to produce an **analysis of needs**. This can be strengthened with further information from Children's Trust partners on wider outcomes for children and young people to make sure plans are based on the best available evidence.

3.13. Partners should then agree the **desired outcomes** of the SSP. Public confidence and satisfaction measures will be a key driver in this process.

Resources

3.14 SSPs are usually funded from within local partners' existing resources, bearing in mind that investment in this kind of work should yield significant longer-term benefits and savings. Local partners involved in the SSP may have a number of different sources of funding and other support available to them, in order to ensure sustainability.

3.15 Whilst the government supports local flexibility in allocation of resources, we would expect resources to be matched to need. For example, where a school is facing significant challenges, a full time police officer may be appropriate.

3.16 In some SSPs the cost of the dedicated police officer or PCSO is met entirely by the police force, whilst in others the school or local authority contributes to this cost.

3.17 Many schools provide the SSP officer with a room and other practical facilities for their use while working in the school. Forces generally continue to supply any necessary police equipment although again this can be negotiated between partners.

3.18 The partnership will also need to consider the SSP officer's working arrangements to ensure that available time is used to best effect. This may involve a negotiated tailored contract so that the SSP officer is available when the school most needs them.

3.19   Some SSPs have also been successful in accessing funding from other sources, for example through the local CDRP or other existing partnerships. This may help provide support for the SSP's work from social workers, youth offending teams or other local authority or community services.

> **Case Study: SSPs in Warwickshire**
>
> Warwickshire's SSP strategy for 2007-10 identifies how the SSP programme in the county will be resourced. It says:
>
> *"Funding arrangements for activities within the Safer School Partnership programme will be agreed by partners on the SSP steering group. Warwickshire Police has already committed six full time staff to assist in the rollout of the programme, one full time Police Officer acting as a co-ordinator and five District Police Community Support Officers (PCSOs). Additional resources will be sought through existing partnership such as Local Strategic Partnerships and Crime and Disorder Reduction Partnerships."*

Stage 3: Implement work-plan

3.20   New SSPs should be clear about what they want to achieve and the roles and responsibility of each partner. This may include **formal targets** agreed by the partners and may help to determine long-term resource level requirements.

3.21   Agreeing an SSP protocol covering leadership and governance should ensure that agendas do not conflict, targets are realistic, and accountability arrangements effective.

3.22   These protocols do not need to be complex legal documents: they may simply consist of a letter from each partner involved in the SSP stating what they bring to the partnership.

3.23   SSP officers can be fully involved in management and staff meetings within the school, while maintaining regular contact with other police officers, such as the Neighbourhood Policing Team. This helps to ensure that the SSP officer does not become isolated and enables a regular exchange of information. Furthermore, consideration should be given to explicit support for SSP officers who work in very difficult or challenging environments.

Example of a work plan from an SSP, showing how to achieve desired outcomes

Chosen outcomes identified and agreed by the SSP	Partner roles	Agreed actions
Improve behaviour and attendance.	For police and education social worker.	Joint work with 10 priority families to improve attendance by an agreed percentage.
Reduced pupil and staff concern about "trouble hotspots" on school site, travel routes and in local area.	Schools agree staffing; police agree to support; and both agree prevention and incident strategy.	Co-ordinated patrols at the beginning and end of the school day.
Pupils most at risk of causing harm challenged and supported to ensure harm is avoided.	Weekly update (coordinated by social services?) to share information on pupils. Ensure school know of any police or Court issues affecting pupils.	Year managers consult SSP officer, youth offending teams and other partners about pupils at risk and agree strategy.
Critical incidents are prevented or managed to limit harm.	Shared understanding of each partner's role in a critical incident developed.	Regular reviews of planned processes; development of "response to critical incident alarm calls".

Stage 4: Review impact and re-prioritise focus

3.24 Effective **monitoring and evaluation** helps to compare actual outcomes of the SSP against original objectives.

3.25 Evaluation should be ongoing. It should provide feedback to the partners and stakeholders on outcomes and help the SSP to develop and expand. The evaluation can help suggest alternative or new courses of action to meet desired outcomes, or can help identify good practice that can be rolled out more widely.

3.26 Some SSPs produce an annual report and business plan. This can be a simple, clear and brief document that records the activities and successes of the SSP, as well as identifying areas requiring further work or issues to tackle in the year ahead. Where funding is an issue, this sort of document can help secure funding from other partners as it will set out a clear plan for future work. This document can also meet obligations for accountability to governors, police and other partners.

4 Sustaining the SSP

4.1   Once your SSP is up and running, all partners will need to look at how to sustain and improve this effective working partnership. The key features which will contribute to the long term sustainability of your partnership include:

- effective leadership;

- a clear management and accountability structure;

- motivated police staff with the appropriate skills and abilities;

- effective recruitment, training, development of staff;

- continuity – the same police officer working with a school or group of schools over a period of time;

- effective information sharing;

- good communication between all partners;

- SSPs integrated with Neighbourhood Policing arrangements;

- clear protocols, objectives, targets and mechanisms for measurement of outcomes;

- effective working links with Children's Trusts with complementary objectives.

Some of these are explored in further detail below.

Leadership and Management

4.2   Strong l**eadership** and clear **management** of the partnership from both within the school and the police are essential to the ongoing success of the SSP. The SSP needs to be managed within the same frameworks of leadership, governance and accountability as the other core work of schools and policing. Both the school and the police force need to be committed to the partnership, with SSP officers fully supported both within the school and by their line management in the force. The SSP officer may be invited to attend meetings of the school's management team.

4.3   **Governance** and **accountability** of the SSP must be clear. The SSP Steering Group, where it exists, should offer sound governance to the partnerships. Where existing frameworks are being used to govern the SSP, you should ensure that the SSP remains firmly on the agenda.

4.4   For the **police**, SSP work should be considered as part of the Neighbourhood Policing Team for leadership and management purposes and the police must ensure that that their SSP officers are actively engaged in the local National Intelligence Model process. The local police also need to ensure that the school and its partners appreciate policing priorities relating to the children and young people who attend the school, and how they fit with wider policing issues around the school and the local community. It is essential that the SSP is seen as an integral part of the Neighbourhood Policing Team to provide the appropriate level of support to the school and community.

4.5   The involvement and support of local authorities has been important in terms of brokering and supporting existing SSP provision. The **Children's Trust**, similarly, has a critical role to play. Ongoing discussions with the Children's Trust on the level of risk to children, young

people and their families and the school community will ensure effective interventions are developed and delivered. Children's Trusts will be well placed to consider how to share relevant information about risk factors and to be part of the decision making process without compromising the confidentiality requirements relating to information on individuals.

4.6   Schools may be unable to provide all the support some vulnerable students need. Where schools are involved in **targeted youth support** arrangements, they can be helped to access the right support at the right time with clear referral routes to mainstream and specialist services.

4.7   Every local authority will receive funding to employ at least two parenting experts and to establish a Parenting Early Intervention Programme (PEIP.) PEIP aims to improve parenting skills through the delivery of evidence-based parenting programmes to parents of children and young people at risk of negative outcomes. The parenting commissioner is the key contact for SSPs to link in with this provision locally.

Professional Development and Training

4.8   As the partnership develops, all partners will need to ensure that professional training and development is closely aligned with the vision and aims of the SSP. This is likely to be true for both police officers or PCSOs and school staff.

4.9   Recognising the different set of skills that working with young people requires, **professional development** for police officers / PCSOs should be fed into any plan to establish an SSP. This might be delivered entirely by the police force supplying the officer, although sometimes is best delivered through a multi-agency approach. The SSP officer should receive training on how to work in a school and how to engage with young people. In some cases, SSP officers attend newly qualified teacher/support staff induction programmes. Teachers and other school staff will similarly benefit from being made familiar with the role of the SSP officer and how this relates to their own day to day responsibilities for school discipline, attendance and pupil well-being.

4.10   ACPO will develop advice and further guidance for forces on training so that arrangements can be put in place locally for training SSP officers. Schools will want to consider how their plans for the continuing professional development of teachers and other staff might be developed to take account of the development of an SSP.

4.11   As suggested in the table at paragraph 1.9 above, schools may wish to consider what scope there might be for the SSP officer to support work in classrooms. This will need to be agreed between the school, the SSP officer and from the force line management. Some SSPs have found curriculum-based activities to be an effective way of delivering the priorities of both the school and the police, strengthening the partnership and helping to promote shared values and exploring with pupils concepts of safety, crime prevention and extremism. It will, however, be important to maintain a clear distinction between the role of teachers and police in schools, so that their work complements, rather than duplicates, each other.

4.12   Possible strategies include, for example, the SSP officer participating in a school trip or sporting or cultural activity with pupils, or participating in **PSHE** or **citizenship** lessons to help young people assess and minimise risks, understand the consequences of crime and become positive citizens of their community.

> **Case Study: Ewanrigg Junior School, Cumbria**
>
> Yvonne Craig, Head of Ewanrigg Junior School in Cumbria, was concerned at the increase in crime in the area around the school. She, alongside her SSP officer, Peter Crome, felt a need to develop a strategy in the junior school to prevent children becoming involved in issues such as crime and drug abuse. Miss Craig believes that it is important to tackle such issues in junior school, rather than waiting until the secondary school. The SSP officer helps to deliver the programme.
>
> Miss Craig strongly believes that in today's society, 'this is the best thing for the children'. This early intervention is getting children to trust the police and learn about risk and safety from a very early age: 'we hope we won't face the same issues with teenagers in the future'.

4.13   SSP officers can also play an important role in **extended school provision** both in terms of planning and participating in programme delivery. The officer can help encourage particular pupils, including those who face greater challenges, to participate if they judge that an activity may be particularly beneficial to them. This might be pupils at risk of becoming involved in criminal, anti-social or extremist behaviour, or of other negative situations such as bullying or substance misuse.

Better Information Sharing protocols

4.14   Good information sharing is the cornerstone of the government's Every Child Matters strategy to improve outcomes for children. Many established SSPs have developed **information sharing protocols** between police, schools and other partners. This is a useful tool with which to manage large scale, regular information sharing. It creates a routine for what will be shared, when, and with whom, and provides a framework in which this regular sharing can take place. It is not a substitute for professional judgement, which experienced practitioners will need to use to determine whether to share information on a case by case basis.

4.15   The Information Sharing: Guidance for practitioners and managers and associated materials (available at www.ecm.gov.uk/informationsharing) aims to support good practice in information sharing by offering clarity on when and how information can be shared legally and professionally.

4.16   Contact Point is an online directory, available to authorised staff who need it to do their jobs, enabling the delivery of co-ordinated support for children and young people. In the future, it will provide information on whether a child has had contact with children's services and whether a Common Assessment Framework (CAF) process has been undertaken. By 2012 an electronic version of CAF (ECAF) will be available. Police and school staff should either be

able to undertake the CAF process themselves, or know who else can, should a pupil have additional unmet needs. An effective SSP which is seeking to prevent and intervene early will need to share relevant information and intelligence, down to the personal level, to enable an effective risk analysis to be undertaken by the key agencies.

4.17   The Youth Crime Action Plan identified a range of factors which can suggest susceptibility to criminality. For an SSP with access to all relevant information, these can provide a good opportunity for early identification of those children and young people at greatest risk. The Plan also recognised that many of these factors were also associated with other poor outcomes, such as poor educational attainment, dissatisfaction and poor health. Effective early intervention to address these risk factors is not only a vital response to youth crime but also puts more young people on the path to success. SSPs can help identify some of these factors, and where appropriate, may be able to help with engaging appropriate services. The factors include:

- **community** – living in a disadvantaged neighbourhood, disorganisation and neglect, availability of drugs, high population turnover, lack of neighbourhood attachment;

- **family** – poor parental supervision and discipline, conflict within the family, history of criminal activity, parental attitudes that condone anti-social and criminal behaviour, low income, poor housing, impact of experience of domestic violence;

- **individual** – hyperactivity and impulsivity, alienation and lack of social commitment, early involvement in crime and drug misuse, friendships involved in crime and drug misuse;

- **school** – low achievement beginning in primary school, aggressive behaviour (including bullying), lack of commitment (including truancy);

- **other risk factors** – e.g. a known gang member or specific intelligence that a young person is becoming radicalised may also be issues that are known to the various partners in an SSP and should be introduced into any determination of risk for the school and its community.

4.18   An awareness of these risk factors by the SSP officer, and by other partners, can help with:

- identification of problem hotspots in or around the school, or in the lives of some pupils, where there may be a need for planned intervention by one or more of the partners;

- identification of those children, young people and their families who have a high number of risk factors in their lives and may be engaged in, or turn, to anti-social or criminal behaviour. Access to and analysis of good quality information will permit early, more detailed, assessment (through CAF or other current assessment process) and provide the opportunity for early intervention and prevention;

- identification of particularly vulnerable pupils who may be at risk of harm from others within the school to enable decisions to be taken to safeguard the child from further harm or distress;

- development of a clear plan enabling key agencies to work together to meet the challenges identified;

- targeted and focused enforcement where needed. It may be that offences are being perpetrated within the school or its close vicinity, involving pupils from the school either as victims or offenders. The most effective partnership approach may be focused enforcement; and

- links to Neighbourhood Policing Teams to bring the police into an effective prevention role in the community to work with partners and children, young people and their families to help keep young people out of trouble.

Case Study: Abbey Manor College, Lewisham

At Abbey Manor College in the London Borough of Lewisham, the SSP officers checks the college attendance roll to see if any students are currently engaged with the local Youth Offending Team. Information, including the type and length of the order to which students are subject and the nature of offences they have committed, is noted. In addition, Youth Offending Team and Intensive Supervision and Surveillances Programme Workers attend interviews and target-setting meetings with students. In return, tutors provide the Youth Offending Team with regular updates on the students' progress. The sharing of individual information enables bespoke support, such as:

- senior staff attending a risk management panel;

- individual six week reintegration programmes for students leaving custodial sentences; and

- Youth Inclusion and Support Panels' referrals for students at risk of offending.

Communication

4.19   Communication is an essential tool for an effective and sustainable SSP. It can be used to maintain the commitment and enthusiasm of the key partners and stakeholders and also to generate and expand the support of interested parties, including staff, pupils, parents and governors. SSPs should embrace youth participation at every opportunity.

4.20   In the same way that communication can help overcome barriers and obstacles when setting up your SSP, it can also help sustain the partnership. It is important to keep telling people what the partnership is doing, and keep involving pupils and parents in planning and deciding what the SSP will do. This, of course, does not mean that the wishes of parents and pupils will override the legitimate business and operational requirements placed on the SSP by the school and the police, but their views and wishes should be fed in and heard when planning activities and developing programmes of work.

4.21   In order to engage and involve pupils in the planning stages of their work, partners need to develop their own avenues of communication with young people, their parents and the community. This will help get over the message that the SSP is prepared to consider their interests and needs. An example of a channel used to engage young people about bullying and violent behaviour is SHARP.

Case Study: Wright Robinson College, Manchester

SHARP (the School Help Advice Reporting Page) is a school intranet package that pupils can access from any computer via their school's website. They can watch video clips about subjects from bullying to knife crime, and use it to report, in confidence, if they have been a victim and want support. Reports are passed to the SSP officer and the nominated staff member from the school to deal with.

Wright Robinson College in Manchester have made good use of the SHARP system in support of both their pastoral work and as part of their anti-bullying strategy. Led by the SSP officer Dawn Harrison, and the Pastoral Deputy Head, they are able to support pupils when issues are highlighted by the children. Access can be from within the IT network within the school, from home or internet café, ensuring every pupil has the opportunity to use the system. It helps the children to access the help and support without the peer pressure or stigma that can be attached by going to see a teacher within school time.

4.22   Through communication, the SSP will build and maintain trust. This is absolutely crucial if the partnership is to be sustainable.

5   Further information

Miscellaneous

2020 Children and Young People's Workforce Strategy
http://publications.everychildmatters.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-01052-2008& (December 2008)

Information Sharing Guidance for Practitioners and Managers
http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00807-2008 (October 2008)

Safe to Learn: Embedding anti-bullying work in schools
www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn/ (April 2008)

Screening and Searching Pupils for Weapons: guidance for school staff
http://www.teachernet.gov.uk/docbank/index.cfm?id=11454 (May 2007)

Gangs

Gangs and Group Offending: Guidance for schools
http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00802-2008& (May 2008)

Gangs and Schools Interim Report – NASUWT publication
www.nasuwt.org.uk/InformationandAdvice/NASUWTPartners/ResearchProjects/index.htm (August 2008)

Preventing Violent Extremism

Prevention of Violent Extremism Guidance – Learning together to be Safe – A toolkit to help schools to contribute to the prevention of violent extremism
www.dcsf.gov.uk/publications/violentextremism/toolkitforschools. (October 2008)

The Prevent Strategy – A guide for local partners
http://security.homeoffice.gov.uk/news-publications/publication-search/prevent-strategy.

Police Prevent Implementation Plan: A summary for partners
For hard copies of the document please e-mail: PREVENT@acpo.pnn.police.uk

CONTEST – The United Kingdom's Strategy for Countering International Terrorism
http://security.homeoffice.gov.uk/counter-terrorism-strategy.

Youth Support

The Kids Taskforce: Watch Over Me
http://www.thekidstaskforce.com/watchover.html.

Targeted youth support – emerging practice
www.ecm.gov.uk/deliveringservices/tysemergingpractice

Targeted youth support toolkit
http://www.everychildmatters.gov.uk/deliveringservices/targetedyouthsupport/.

Youth Crime Action Plan (YCAP)
www.dcsf.gov.uk/publications/youthcrimeactionplan (July 2007).

Teacher's TV programmes

Teacher's TV offers a host of resources, an indicative selection of the programmes is listed below:

What if?.... Gangs http://www.teachers.tv/video/23420

Scanning for Security http://www.teachers.tv/video/2673

Tackling Gang Culture http://www.teachers.tv/video/27010

Securing Schools http://www.teachers.tv/video/27017

Preventing Youth Crime
http://www.teachers.tv/video/27023

Every Child Matters: Jade's Story
http://www.teachers.tv/video/26145

Further resources are available on Teachernet.

Note: If you are unable to access the relevant programme via the hyperlink you can instead copy and paste the address into your internet browser.

The programmes and other resources available on Teachernet are updated from time to time.