

EVALUATION PROTOCOL

Police in Classrooms Randomised Trial (Efficacy)

King's College London and Cardiff
University

Principal investigator: Michael Sanders

Police in Classrooms Randomised Controlled Trial (Efficacy)



Evaluation protocol

Evaluating institutions:

The Policy Institute at King's College London

Children's Social Care Research and Development Centre

(CASCADE) at Cardiff University

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YEF trial protocol for efficacy and effectiveness studies

Project title	Police in Classrooms Randomised Controlled Trial (Efficacy)
Developer (Institution)	PSHE Association
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Trial design	Two armed cluster randomised trial with randomisation at the school-year level.
Trial type	Efficacy
Evaluation setting	Secondary schools
Target group	Pupils enrolled in mainstream secondary schools, years 7-10

Number of participants	23,062 (16,262 pupils from the efficacy trial + 6800 pupils from the pilot trial) across 29 schools (20 from the efficacy trial + 9 from the pilot trial)
Primary outcome and data source	Behavioural difficulties (pupil surveys)
Secondary outcome and data source	<ul style="list-style-type: none"> Offending behaviour and victimhood (Administrative data from constabularies reporting instances of offending and victimhood among pupils enrolled in trial schools) Delinquent beliefs (Delinquent Beliefs Scale (Thornberry, 1994), captured in pupils survey) Trust and confidence in police - attitudes, perception of bias, and combined (Perceptions of Police Scale (POPS) (Nadal & Davidoff, 2015), pupils survey) Disclosure and help-seeking behaviour (bespoke pupil survey questions) Deterrence (change in behaviour) (bespoke pupil survey questions) School attendance (school administrative data)

Planned Amendments

Date planned	Date complete	Amendment
12/2024	21/02/2025	<p>Add ethical approval registration numbers https://www.controlled-trials.com/</p> <p>(Note: awaiting ethical approval on police data collection, which is being submitted under a separate amendment so as not to delay the trial start.</p>

12/2024	21/02/2025	Add finalised baseline and endline survey instrument to appendix – Added as appendix 6
04/2025	10/07/2025	Add ethical approval registration for police data collection and link to external trial registration at www.controlled-trials.com
n/a	10/07/2025	Added revised power calculations and sample size, incorporating pre-/post-test correlations from pilot trial data

Protocol version history

Version	Date	Reason for revision
1.2 [latest]		
1.1		
1.0 [original]		<i>[leave blank for the original version]</i>

Any changes to the design or methods need to be discussed with the YEF Evaluation Manager and the developer team prior to any change(s) being finalised. Describe in the table above any agreed changes made to the evaluation design. Please ensure that these changes are also reflected in the SAP (CONSORT 3b, 6b).

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Study rationale and background

Schools are critical not just for pupils' learning, but also for their emotional, social, and cultural development. As such, schools play numerous roles that extend beyond simply instruction and learning, including ensuring the safety and wellbeing of pupils. Designated Safeguarding Leads (DSLs) are responsible for safeguarding; schools play a role in multi-agency arrangements around pupils in care; and the Prevent duty makes schools responsible for detecting the early signs of radical extremism. There is also a growing expectation that schools contribute to preventing youth criminality and violence, and as such many schools are incorporating lessons about personal safety and crime into their PSHE curriculum. In many areas of the country, police officers also come into schools to build positive relationships with pupils, and to teach them about personal safety and crime. We call the practice of police coming into schools to teach "Police in Classrooms", or "PiCl".

We have already conducted a feasibility study and pilot trial of PiCl. There were two main goals of this study: to capture the variation of PiCl implementations across police forces in England and Wales, and to understand whether we can quantify the impacts of a PSHE lesson PiCl activity through a randomised trial. To capture the variation of PiCl implementations, we surveyed 34 police forces across England and Wales and undertook an in-depth exercise with ten forces to understand the operations of PiCl. For the randomised controlled trial, we recruited Avon and Somerset Police, and nine schools in the Bristol area.

Detailed findings from the feasibility study can be found in the Police in Classrooms Feasibility and Pilot Trial Report due to be published on the YEF website in July 2025 (see also Sanders et al., 2025: in press). The feasibility study concluded that the PiCl intervention was clearly defined and suitable for evaluation, with a few updates to the logic model to include the recruitment of police officers as a key vector for intervention delivery.

The pilot RCT considered the impact of the PSHE Association Police in Classrooms curriculum intervention. We recruited 9 Bristol area secondary schools and the intervention was randomly allocated by year group and delivered through a joint effort by PSHE teachers and Avon and Somerset Police officers. We piloted the data collection for both primary (pupils' offending and victimhood rates) and secondary outcomes (trust and confidence in the police, emotional and behavioural challenges). Detailed findings from the pilot trial can also be found in the PiCl Report. The pilot trial demonstrated that the methods and measures used to investigate the effects of the intervention were feasible to collect and acceptable to participants, and that a larger sample in the form of an efficacy trial would be necessary to properly assess the impact of the intervention.

The lack of research into how PiCl operated, the possibility of it causing harm, and the lack of knowledge about the amount of impact it could have, provided a strong rationale for the

feasibility and pilot trial work we have completed. Now, there is an even stronger rationale for our work, because of changes to the structure of Safer Schools Teams in various police forces across the country, and recent findings on the practice of police strip searching children.

In the Metropolitan Police, Thames Valley Police, and possibly elsewhere, 'Safer Schools' Officers are being incorporated into Neighbourhood Policing teams, and may have a role in Neighbourhood policing alongside their schools work. These changes could potentially have downstream effects on the delivery of Police in Schools, with implications for the recruitment, role, and function of schools officers becoming more oriented towards general policing and away from specialised, youth justice informed practices. This is despite previous research (Pósch and Jackson, 2021) which showed that police officers teaching pupils a lesson on "Drugs and the Law" improved attitudes to police in both the short term and the long term, and helped pupils learn new concepts, irrespective of ethnicity and gender, and positive reports of the impact of PiCl from school staff and police officers (see Sanders et al., 2025: in press). This provides further grounds for the current research, as the finding of positive effects may be used to make a case for maintaining PiCl practices as a specialised function.

On the other hand, we must consider the potential harm of routine police involvement in schools. As Gaffney and colleagues (2021) discuss in YEF's Police in Schools technical report, there is substantial concern around possible net-widening, where the placement of police in schools has the effect of increasing the numbers of individuals under surveillance, substantially increasing the likelihood that a pupil will have contact with the criminal justice system. Another concern is labelling, where a school's reputation is adversely impacted by the regular presence of police.

There is also evidence that racial inequities that exist within the criminal justice system, with the result that racially minoritised children and young people can have disproportionately negative experiences with and perspectives on the police. For example, a report on racial disproportionality in violence affecting children and young people by the Youth Endowment Fund stated that 10-17 year olds of Black and Mixed ethnicity are more likely, and Asian children are significantly less likely, to interact with the criminal justice system, compared to their share of the population (YEF, 2025). A recent Runnymede Trust briefing on the racialised harm of police strip searches, where it was found that Black children in London are 5.3 times more likely to be strip searched than White children, and that 10 police forces in England strip search Black people at 10 times the rate of White people (Runnymede Trust, 2024). This is also clear from the academic literature (see Patel, 2020; Yesufu, 2013), and is suggested by the feasibility study and pilot trial we have already undertaken. From our pupil surveys, we found that 38.5% of Black pupils agreed with having a police officer in school, while more than half of pupils from all other ethnicities agreed. The opinions of Black pupils were significantly

different to those of White pupils. In this next stage of the research we will endeavour to have a large sample of Black pupils to draw robust conclusions about how PiCI may affect them.

Reflections on the Pilot Trial

The feasibility study and pilot trial of the police in classrooms intervention took place in the 2023-24 school year. The feasibility study comprised of three main activities: a scoping exercise, a mapping survey across forces in England and Wales, and in-depth work with 10 forces. The pilot trial tested the feasibility of a randomised evaluation of the Police in Classrooms PSHE curriculum and explored evidence of promise. A summary of the main pilot trial and IPE findings is below:

- Nine schools were successfully recruited and accepted randomisation by year group.
- 52.4% pupils enrolled in sampled schools provided baseline data, with 9.1% of pupils choosing not to consent to taking part, and 38.5% of pupils either not returning a paper survey or otherwise not surveyed. These numbers are lower than hoped-for, and baseline survey completion will need to be closely monitored during the efficacy trial. We are also putting additional supports in place for schools, detailed below.
- Endline survey responses suffered from attrition. This was due to a multitude of reasons, the largest of which was timing and our failure to access year 11s due to their exam schedule and ending the school year earlier than other years (only 16 endline surveys were collected from this year group). As such a change to exclude year 11s from the efficacy trial is detailed below. Another timing issue impacted a private independent school, who ended their school year earlier and failed to collect most of the endline surveys before breaking. Finally, we suspect that both pupils and teachers were unclear on the purpose of the endline survey, since it resembled the baseline so closely; we had a higher number of non-consenting pupils in the endline survey, and reports from our school contacts corroborate possible teacher confusion.
- Administrative data on offending/victimhood at the school and year group level was able to be accessed. Administrative data included information on suspects'/victims' ethnicity and sex for subgroup analysis.
- Pupil survey data was able to capture sex, gender, ethnicity, and disability information.
- We found no statistically significant effects at conventional levels in the police administrative data or the pupil survey data, but findings did suggest evidence of promise of the intervention, with a (small) reduction in offending found in the police data and improved general attitudes to police and reduced perceptions of police bias. These findings should be interpreted with caution due to the small sample and short duration of data collection.

- We found some evidence of a negative effect of the intervention among Black pupils on attitudes towards the police, however, the sample sizes were not sufficient to draw any firm conclusions.
- There was no evidence of harm due to the intervention.

The protocol for this pilot trial can be found at <https://youthendowmentfund.org.uk/wp-content/uploads/2024/01/PiCI-Pilot-trial-protocol-Jan-2024.pdf>. The intention is to treat this pilot as an “internal” pilot, meaning that the data from the pilot will form a part of the analysis for the efficacy trial. As such, we attempt to maintain as much similarity as possible to the pilot trial in the efficacy trial. However, there are a small number of changes to the design of the trial, informed by our experience with the pilot trial along with the feedback from Jessica Davies, Racial Equity Associate. These are:

Trial Logistical Changes:

- We have learned from the pilot trial that adherence to the trial among year 11 pupils is very low, in part because this group faces high stakes exams during the school year. As such, we are removing this group from the trial. This has the effect of increasing the necessary sample size for the trial in terms of schools while maintaining the total number of school years and individual participants. Naturally this raises the concern that we are excluding a key group, as the older the pupil, the more likely they are to be at risk of developing or exhibiting behavioural difficulties. We concede that that older pupils are more likely to engage in offending behaviour, but as we are changing our primary outcome measure to the SDQ (detailed below) which operates more as a risk indicator for later offending behaviour, we are optimistic that possible effects on SDQ scores will be discernible amongst younger pupils. Furthermore, many schools in the pilot and those recruited for the efficacy trial have underlined how challenging it would be to include Year 11s. Therefore, continuing to try and engage Year 11s will likely result in underwhelming data collection results as we saw in the pilot.
- We will follow a multi-site cohort treatment approach, with each cohort roughly corresponding to a school term, in order to spread out the teaching obligations of officers and to give schools more flexibility on when they complete data collection and lesson delivery (this approach is detailed in the Methods – Impact Evaluation section).

Survey Instrument and Consent Changes:

- We will offer parents an option to complete the opt-out consent form digitally for the pupil survey only.
- We will provide a shorter and more accessible information sheet for the pupil survey and create engaging video content explaining the study as well as to set expectations

on the baseline and endline survey sequence in order to reduce rates of non-consenting pupils for the pupil survey.

- We will utilise security questions (e.g. 'What is the name of your PSHE teacher?' 'What is/was the name of your first pet?') that do not require pupils to input personal information, such as their date of birth or initials, to improve matching of baseline and endline data and reduce confidentiality concerns in the pupil survey.
- We will add a question on national identity and re-frame the ethnicity options to clarify the categories in the pupil survey and ensure we are capturing data for non-White pupils.
- We will include questions on help-seeking and deterrence at both baseline and endline, and for treatment and control participants. Previously, we only posed these questions at endline for treatment participations.
- We will include the Delinquent Beliefs Scale (Thornberry et al, 1994) to gather self-reported data on pupils' assessments of "right" and "wrong" behaviours. The Delinquent Beliefs Scale is part of a larger battery of survey questions which includes the Delinquent Peers Scale and follows the same structure, with the latter having been reviewed as a reliable and valid measure in the YEF Measures Database. We opted to include Delinquent Beliefs in this case as it can provide insight on whether mechanisms such as increased moral reasoning related to Procedural Justice Theory (Sunshine & Tyler, 2003), which provides theoretical underpinning to the PSHE Association Police in Classrooms curriculum, are coming into play. IPE changes:
 - Instead of focus groups, we will opt for interviews or paired interviews with pupils. During the pilot, some pupils felt that the presence of their peers impacted how honest they could be. Moving forward, we will give pupils the option of having a one-on-one interview with a researcher or to bring a friend along for a paired interview.
 - We will aim to conduct interviews with parents, who were not included during the pilot trial. During the pilot, school representatives routinely encouraged us to engage with parents as stakeholders. Parents will bring insight into the effects and appropriateness of these police school interventions within the context of the broader community. These will be with a distinct group of parents with no parental connection to the pupils being interviewed.
 - We will aim to conduct on-site focus groups with PSHE teachers involved in the delivery of the PiCI intervention. The intention is to achieve an understanding from teachers of the operational aspects of intervention delivery and implementation. This front-line operational perspective was missing from the pilot study, as it was previously expected that Designated Safeguarding Leads (DSLs) would have an operational role. However, their role was recognised to be more strategic, and thus they were unable to comment fully on operational practice. The intention is to achieve

an understanding from teachers of the operational aspects of intervention delivery and implementation.

- We will not include interviews or focus groups with school Designated Safeguarding Leads (DSLs) as we felt we reached a data saturation point with this group during the pilot.

Data and analysis changes:

- We have opted to use the Total Difficulties Score from the Strengths and Difficulties Questionnaire as our primary outcome measure, and move police administrative data to a secondary outcome measure. This is in response to a desire to use a pupil self-reported measure over an adult-reported measure, which can be biased due to detection issues, and since the SDQ has already been piloted, we are confident in its acceptability and allows us to treat the pilot data as internal.
- For police administrative data, we have decided to drop criminal outcomes as an outcome measure (e.g. caution, Outcome-22), due to the limited salience of this measure and due to this value often not being available for recent incidents, since it can take six months or more for cases to resolve.

See Appendix 1 for a summary of changes to the efficacy trial evaluation design.

Intervention

As we did in the pilot trial, we define the PiCI intervention to be the formal delivery of a newly developed PSHE-written curriculum, taught in classrooms in partnership with teachers. More details on the curriculum's ethos and evidence base, as well as practical guidance in the form of a Police in the Classroom handbook, can be found on the PSHE Association website here: <https://pshe-association.org.uk/guidance/ks1-5/policing>.

The PSHE curriculum comprises four taught units—Personal Safety, Drugs and the Law, Violence Prevention, and Knife Crime—with each unit containing three lessons. As per PSHE guidance, each unit will be taught collaboratively, with the classroom teacher teaching the first and third lessons and the specially trained schools officer teaching the middle lesson. The thrust behind this approach is to leverage the unique expertise and perspective of both police and teachers to contribute to PSHE instruction in a complementary fashion. The PSHE Association has an internal robust quality assurance framework which they use to assess the safety and effectiveness of all their resources, including the lessons comprising the current intervention. This quality assurance ensures that their materials reflect the diversity of modern British society, are inclusive of people who are of different ethnicities, faiths, and abilities, and challenge stereotypes.

The intervention is delivered to pupils in PSHE lessons across four year groups; Y7 – Y10. Each of the year groups will receive one of the four teaching units, with some flexibility to accommodate schools' instructional needs:

- Year 7: Unit 1 - Personal safety
- Year 8: Unit 2 – Drugs and the law
- Year 9: Unit 2 - Drugs and the law OR Unit 3 - Violence prevention
- Year 10: Unit 3 – Violence prevention OR Unit 4 – Knife crime

The intervention itself is supported through a two-day training of schools' officers provided by the PSHE Association in Autumn and Winter of 2024. During this training, they will be acquainted with the curriculum content (including supporting materials such as PowerPoints, worksheets, etc) and will have a chance to practice instructional delivery. Teachers are provided with curriculum resources and guidance, and best practices around supportive collaboration will be shared with school's officers and teachers. Schools officers and teachers will also receive guidance on the pacing and timing of lesson delivery, however we also acknowledge that realities of the teaching year will present various unavoidable limitations, thus we will need to remain flexible as to exactly when lessons are delivered. Given the nature of the intervention's involvement in classroom activities, we have identified theorised mechanisms underpinning our intermediate outcomes of Trust and Confidence, Increased Disclosure and Help-seeking, and Deterrence (please see the logic model included in Appendix 2 for further detail):

- Trust and confidence: Pupils feel more familiar/comfortable with police, pupils better understand police actions in the community, pupils have confidence in police expertise and their ability to help
- Increased disclosure and help-seeking: Pupils recognise crime and can identify when they could be/have become a victim, pupils have opportunity to disclose information and seek advice
- Deterrence: Pupils better understand the consequences of their own behaviour

If PiCl is working as intended, these intermediate outcomes will contribute to the desired outcome of reducing youth offending and behavioural difficulties. However, unintentional harmful consequences could include pupils feeling fearful of the law, or uncomfortable or unsafe in police presence based on prior negative experiences, especially among racially minoritised pupils as discussed in the Background. These consequences could work to undermine the primary outcome, as pupils feel they are not getting the necessary support they need.

In order to better understand the impact of PiCl on pupil behavioural difficulties (whether it reduces, increases, or leads to no reduction thereof), we plan to randomise the treatment

allocation of a PSHE curriculum at the year-group level (e.g. within a particular school, years 7 and 10 receive treatment, and years 8 and 9 do not, etc). Therefore, within schools involved in the pilot, all will have some PiCI implementation but not every year will be within the treated group, depending on how the year group is randomly allocated. For year groups that are allocated to treatment, we will aim for all classes within that year group to receive the PSHE curriculum, and we will work with schools and officers to measure treatment fidelity.

In order to manage the police officers' time spent teaching and other trial resources, we are proposing a multi-site trial clustered randomised controlled trial, in which each school in the trial is classed as a site. In line with this multi-site trial, each school will be able to start at a different date as needed, and will run the intervention over the course of an academic term (of which there are three in each school or calendar year for our purposes). Variable start dates and end dates will allow an efficient deployment of both researcher time and police time across multiple schools. This has three benefits; ensuring buy in from schools because all schools benefit; maximising statistical power by allowing us to estimate school fixed effects; ensuring that dropout at school level does not influence causal inference.

Impact evaluation

Research questions

RQ1: What is the impact of receiving the police in classrooms curriculum on emotional and behavioural difficulties, as measured by the self-report Strengths and Difficulties Questionnaire, among secondary school pupils compared with similar pupils who have not received the police in classrooms curriculum?

RQ2: What is the impact of the police in classrooms curriculum on pupils' rates of offending and victimhood, as measured through police administrative data?

RQ3: What is the impact of the police in classrooms curriculum on pupils' beliefs regarding risky or illegal behaviour, as measured through the Delinquent Beliefs Scale?

RQ4: What is the impact of the police in classrooms curriculum on pupils' attitudes to and trust towards the police, as measured through the Perceptions of Police Scale (POPS)?

RQ5: What is the impact of the police in classrooms curriculum on pupils' self-reported confidence in seeking help from police officers?

RQ6: What is the impact of the police in classrooms curriculum on pupils' self-reported behaviours relating to deterrence?

RQ7: What is the impact of the police in classrooms curriculum on pupil attendance among the treated year groups, compared with control year groups and prior years?

RQ8: For the outcomes listed in RQs 1-5, is there heterogeneity in the effectiveness of the intervention for pupils identifying as Black, compared with pupils identifying as White?

RQ9: To what extent does fidelity to the intervention influence the effectiveness of the police in classrooms curriculum?

RQ1 concerns our primary outcome measure (Total Difficulties) for the impact evaluation, RQ2 considers the impact of the intervention from a summative vantage point, asking whether the intervention is effective in reducing offending and victimhood, and RQ3 seeks to understand whether the intervention influences underlying beliefs about risky or illegal behaviour. RQ4-6 seek to find evidence for impact among theorised mechanisms (trust & confidence, help-seeking, and deterrence) connecting the intervention to RQ1-3. Proceeding from the intentions behind the content design and delivery mode of the Police in Classrooms curriculum and our logic model, we would expect that treated pupils would have improved attitudes toward and confidence in police, which would lead to increased help-seeking and thus avoiding behaviour or situations that would result in fewer behavioural difficulties (RQ1), reduced offending or victimhood (RQ2), and increased awareness of what activities are “wrong” (RQ3). Similarly, by gaining an understanding of the law, potential consequences of unlawful actions, and strategies to stay safe, pupils may change their behaviour, i.e. be deterred from risky behaviours. Thus, we hypothesise the following:

H1: Receiving the police in classrooms curriculum reduces pupils’ Total Difficulties score.

H2: Receiving the police in classrooms curriculum reduces pupils’ rates of offending and victimhood.

H3: Receiving the police in classrooms curriculum increases pupils’ ratings of illegal activities as wrong on the Delinquent Beliefs Scale.

H4: Receiving the police in classrooms curriculum improves pupil attitudes and trust in police.

H5: Receiving the police in classrooms curriculum improves self-reported pupils’ confidence in approaching police.

H6: Receiving the police in classrooms curriculum leads to more pupils feeling deterred from crime and risky behaviours.

RQ7 concerns potential (positive or negative) consequences of receiving the police in classrooms on pupil school attendance. We do not have a hypothesis on the expected

direction of effect, but it is important to capture these effects to understand whether the curriculum potentially makes pupils uncomfortable in school.

RQ8 concerns possible subgroup effects between ethnicities. Evidence of heterogeneity between pupils identifying as Black and pupils identifying as White may be relatively easier to interpret, drawing upon evidence from our pilot study that Black pupils in particular feel greater discomfort with police in schools and from the literature that different ethnicities have different experiences with police (Patel, 2020; Yesufu, 2013). Since heterogenous effects are relative to different measured baselines among ages and ethnicities, we do not have a hypothesis on magnitude or direction of effect. We are limited our subgroup analyses to Black pupils due to limitations of our sample size and ensuring we have sufficient power, though other ethnic groups are known to be over-represented in encounters with police and the criminal justice system (e.g. Gypsy, Roma and Traveler)

Methods – Impact Evaluation

Table 1: Trial design

Trial design, including number of arms	
Unit of randomisation	
Stratification variables (if applicable)	
Primary outcome	variable
	measure (instrument, scale, source)
	variable(s)

Emotional and behavioural difficulties (Total Difficulties, Externalising and Internalising scores)

Strengths and Difficulties Questionnaire (SDQ) (Goodman et al, 1998) from the pupils survey

- Offending behaviour and victimhood
- Delinquent beliefs

		<ul style="list-style-type: none"> • Trust and confidence in police (attitudes, perception of bias, and combined) • Disclosure and help-seeking behaviour • Deterrence (change in behaviour) • School attendance
Secondary outcome(s)	measure(s) (instrument, scale, source)	<ul style="list-style-type: none"> • Offending behavior and victimhood (Administrative data from constabularies reporting instances of offending and victimhood among pupils enrolled in trial schools) • Delinquent beliefs (Delinquent Beliefs Scale (Thornberry, 1994), captured in pupils survey) • Trust and confidence in police - attitudes, perception of bias, and combined (Perceptions of Police Scale (POPS) (Nadal & Davidoff, 2015), pupils survey) • Disclosure and help-seeking behaviour (bespoke pupil survey questions) • Deterrence (change in behaviour) (bespoke pupil survey questions) • School attendance (school administrative data)
Baseline for primary outcome	variable	Baseline SDQ scores
	measure (instrument, scale, source)	Pupil survey
	variable	Pre-trial levels of offending at school/year group level and baseline survey measures

Baseline for secondary outcome	measure (instrument, scale, source)	Police administrative data Pupil survey
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This is a two-armed, cluster randomised, multi-site trial, with randomisation stratified at the school level. The trial will focus on pupils in years seven to ten (four school years), and in each school, two of year groups will be randomly assigned to treatment, with the remaining two acting as controls. Thus, across schools, we should have all year groups represented in both treatment and control groups. Schools will be able to vary in their start date on the trial, in line with standard methods for multi-site trials.

Although this flexibility exists within the trial, we propose to conduct the trial in a series of loose time windows corresponding to the three terms of the school year. In each term, several schools (those ready to launch), will have school years assigned to treatment or control, have their baseline data collected; receive treatment to the relevant years, and have their endline survey data collected. This process is shown in the Figure 1 below.

The trial is intended to take place over three school terms across two school years (Spring 2025; Summer 2025; Autumn 2025). Each term will relate to a ‘cohort’ of schools as described in the diagram based on their point of treatment. That is, if treatment begins within a particular term, that school is classed as being a part of that term’s cohort. There are two key gateway decision points, identified in the diagram.

Gateway 1: May 2025 – at this point we will decide whether we are likely to have sufficient sample (as derived from our power analyses, detailed later on), by the end of the trial based on current recruitment and, if not, expand the trial to more constabularies and/or schools.

Gateway 2: October 2024 – at this point, if we have not got sufficient sample live in the trial, we will extend the trial to incorporate another cohort of schools.

Randomisation

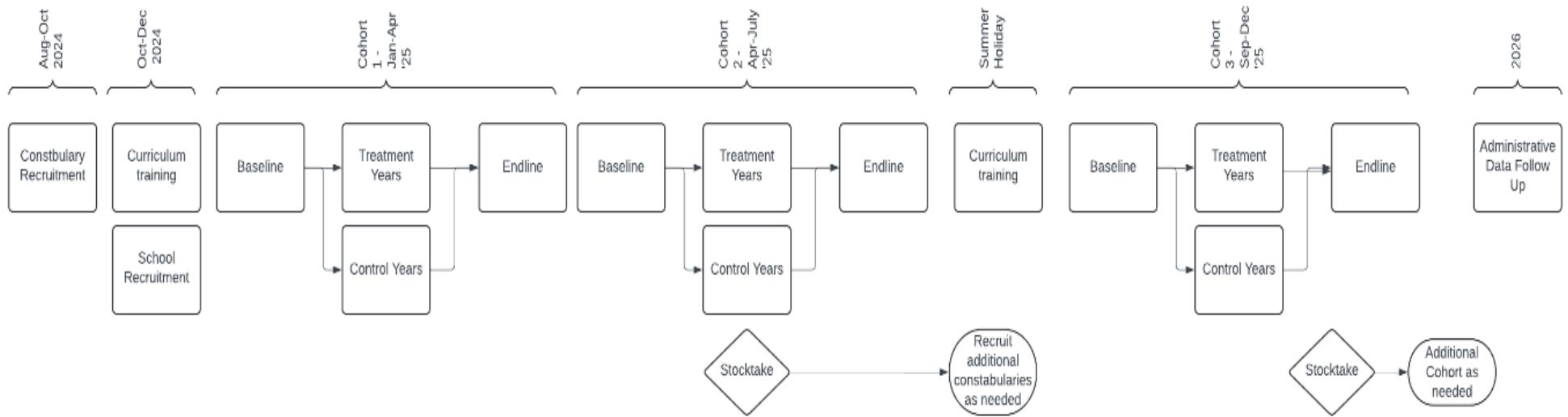
Treatment will be randomised at year group level, with stratification at the level of the school, with two year groups assigned to treatment and two to control. Note that the instructional unit will differ depending on the treatment year in question (see Intervention section for breakdown of instructional units by year groups). Randomisation will be conducted by King’s College London using the statistical analysis software Stata, and the code uploaded to GitHub.

Randomisation will occur on a by-cohort (or in some limited instances, by-school) rolling basis, with each cohort of schools randomised prior to that cohort’s trial launch. The stratification at the level of the school should ensure balance across the sample and the three terms. Once

randomisation has been completed, the research team will inform the PSHE leads (or other school-based contact) of their year groups' treatment assignments and will share with them the relevant teaching units for those treatment years. The PSHE lead will then work with their relevant teachers and with the partner constabulary to schedule lessons for the treatment years. Ideally, this would occur after parental letters and consent forms have been distributed and baseline surveys administered with pupils, minimising opportunity for allocation status to become known to pupils, effectively blinding them to their treatment status at baseline. However, we also acknowledge that schools need as much time as possible to insert lessons into teaching timetables, and for that, they need their school's treatment allocation. Thus, we anticipate that treatment allocation will precede baseline data collection in most schools.

This decision to share treatment allocation with schools early presents the risk that, if pupils discover their treatment status *ex ante*, this will induce bias in survey responses. Given the nature of the intervention and the participants, we consider this risk of bias to be fairly negligible, and virtually unavoidable in the case of endline surveys. More to the point, it is logistically challenging to withhold treatment information from schools, who need significant time to arrange lesson timetabling and curriculum planning to support the intervention, and given the constraints of working within a single school year. We will of course notify schools that treatment status should not be shared with pupils or parents, and parental and pupil letters, consent forms, and baseline questionnaires will be the same between treatment and control groups.

Figure 1: Proposed Treatment and Data Collection Cohorts



Participants

Participants will be all pupils attending the mainstream schools in our sample in years 7 to 10 (ages 11-15) - around 800-1000 per school. These schools will be recruited via initial introductions from the partner police force(s), and as such, these schools likely will have had some relationship with police in the past and have received some form of Police in Schools or PiCl inputs. This does call into question the extent to which we can claim that participants in control years are untreated, but we are also acknowledge that firstly, it would likely be very difficult to persuade schools who have had no coordination with police in the past to accept the intervention; and secondly, most schools and pupils will have received police inputs of some kind, and trying to find schools that have no contact with police whatsoever would be both unrealistic and counterproductive to the study generalisability. That said, we plan to take the following steps to ensure that we have as close to a control group as possible and we are accounting for past treatment:

- We will recruit schools that have not yet received any PiCl-type inputs in the current (2024-25) school year. Importantly, this means we recruit our partner constabulary as soon as possible (i.e. by September) so we can then start reaching out to schools and coordinate this over the autumn with police and schools.
- For all schools successfully recruited to the trial, we will gather information on what types of PiCl inputs they received in the prior (2023-24) school year from the partner constabulary and the schools themselves, as part of the school onboarding process. These data can help inform our baseline assumptions in the analysis stage.
- The use of school-level fixed effects during the analysis stage will help address the between-school variation of the impact of prior treatment.

We are also aware that in many cases, schools that receive PiCl inputs also may receive Police in Corridors (PiCo) inputs. For example, they may have a named officer who visits the school regularly and may have had direct interactions with pupils on an as-needed basis. While we can make efforts to exclude schools that have more intensive involvement from police, as these inputs risk confounding our treatment effect, we cannot realistically remove police presence altogether during the trial. Further, this may not even be desirable from a generalisability perspective, as during the feasibility study we found that many schools receive both PiCo and PiCl-type inputs. To address this, as part of the IPE we plan to collect fortnightly work returns from officers delivering the intervention, to capture any other inputs that may be occurring outside of the PiCl intervention.

Schools will be excluded if they are not in the relevant geographical area (that is, they are outside the area supported by the police constabulary involved in the trial), and if they are not mainstream secondary schools (e.g. pupil referral units). We also intend, where possible, to over-sample schools with a higher representation of Black pupils (i.e. > 8-9%)¹, as we are interested in subgroup effects for this demographic.

Data collection from pupils will all take place at school, during the school day. In most cases, this will mean baseline and endline surveys will take place during PSHE lessons (though not during the lessons when the intervention is received, due to time constraints and the length of lessons) or during their form tutor time. Any interviews with pupils will also take place during the school day, in a quiet room such as the library or an empty classroom. Schools will support the recruitment of pupils to interviews and will administer information sheets and consent forms on behalf of the research team in advance of their visit to the school. In the pilot, schools were particularly helpful in recruiting a selection of pupils to support our aim of achieving a diverse sample. The same aims will be communicated to schools going forward. Parents or carers/guardians will be able to opt their pupil out of baseline and endline survey data collection, and parental opt-in consent will be sought in the case of pupil involvement in focus groups or interviews. Pupils will also be asked to consent/assent to survey and interview participation, after having a chance to read the pupil letter (we will also provide schools with a short pupil-friendly video explaining the research and what survey participation entails). The administrative data records from police forces will be anonymised such that we cannot identify individual pupils, so there will be no mechanism for them to opt out of collection of these outcome measures.

Parents or carers/guardians will also be recruited to participate in interviews via the school, with the same aim for achieving a diverse sample being communicated to schools. Parent participation will be similarly offered as a choice of individual or paired interviews (with co-parenting partners). These will be conducted over the phone or online, following feedback from schools that it would be less feasible to achieve parental attendance in person.

A note on opt-out consent for pupil survey participation:

There are two main reasons why we believe opt-out parental consent to be appropriate and preferable to opt-in for survey administration. First, opt-in consent would create a burden on schools that is disproportionate to the level of research involvement. The research involvement is light and unintrusive: two administrations of a 15-minute, mostly multiple-

¹ <https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics>

choice survey. The questionnaire itself has a low risk of harm, using validated survey instruments that have been used at scale with children in other studies. There is very limited scope for potential disclosures from pupils on the questionnaire, with there being only 2 open-response questions (“In your opinion, why do you think that we have police working in schools?” and a follow-up question “What changes would you make?” if they select Yes for changing how police work in schools), and at no point do we ask pupils to admit to wrongdoing or illegal activity. Further, pupils can skip any question they don’t want to answer, or end the survey at any time for any reason. Thus, asking schools to gather opt-in consent from parents, which would require the collection of upwards of 1000 forms per school, is a heavy administrative burden for schools, and not proportionate to research activity being conducted. Second, opt-in consent risks inducing bias in our sample. There is evidence that guardians who engage in opt-in consent are systematically different from those who do not, with disadvantaged students less likely to get parental consent to take part in research (Sanders et al, 2023). Since our study is explicitly interested in capturing effects among marginalised pupils (which correlates with disadvantage), opt-in consent would risk underreporting among these groups. This could substantially reduce the likelihood of detecting an effect among marginalised groups, threaten the overall study validity, and lead to substantial waste of resources.

In order for the opt-out consent process to work effectively and minimise risk of parents not being aware of the trial and their rights, we will work with schools to support whatever method of communication is most appropriate and typical for their parent community. Where possible, we will also support schools in setting up an online form for opt-out, making it easier for parents to opt their child out if they choose. Since it would not be appropriate for the research team to view names of parents and children who are opting out, we are asking schools to manage this process.

Sample size calculations

Below we provide four different scenarios for sample size calculations, with the first using considering detecting effects across the entire sample, and then turning to our intent to capture subgroup effects for Black pupils. All power calculations were conducted in R using the *pwr* package. Other assumptions that underly all four scenarios are listed below:

- Average school year sizes of 200 pupils, based on a birth cohort size of approximately 700,000 and approximately 3,500 secondary schools. In the pilot stage, the average year group size across the 9 Bristol area schools was 193.8 pupils, median 177.2.
- We assume an intracluster correlation (ICC) rate of 0.2 within school/year group clusters.

- Average cluster level correlation between pre and post of 0.5, accounting for participant demographics and school level history and characteristics.
- We assume either 15% (scenarios 1, 3-4) or 30% (scenario 2) participant attrition between baseline and endline measures.
- Our preferred effect size is a Cohen's D of 0.2, taking into account the average effect sizes of successful interventions carried out in schools funded by the EEF (Sanders et al, 2020).
- We assume that each recruited school will have four school years (7-10) involved in the trial.

Table 2. Sample Size Calculations – ICC across entire sample

	Scenario 1: 15% Attrition	Scenario 2: 30% Attrition
MDES (Cohen's D)	0.2	0.2
Cluster Size	200	200
ICC	0.2	0.2
Pre-test/ post-test correlations	0.5	0.5
Design effect (assuming 15%, 30% participant attrition)	34.8	28.8
Alpha	0.05	0.05
Power	0.8	0.8
One-sided or Two-sided?	Two-sided	Two-sided
Total sample size required	24,159.74	24,278.76
Number of Clusters Required	120.8	121.4
Number of Schools required	30.2	30.35

Allow for 15% school attrition	34.7	34.9
Pilot sites	9	9
Efficacy Trial Recruitment	26	26

As Table 2 shows, while a 30% participant attrition rate does contribute to an increase in the number of participants required vs the 15% attrition, the use of clustered randomisation mitigates this increase, and broken down at the school level, this small increase falls out completely.

Subgroup Analysis for Black Pupils

As we are also interested in subgroup treatment effects for Black pupils (RQ8), we need to consider the sample size needed to detect effects among this smaller grouping. In Table 3, we provide a couple scenarios where we treat Black pupils within the year group as the relevant cluster (rather than the year group total enrolments), with scenario 3 assuming a 0.2 ICC among Black pupils, and scenario 4 assuming a higher ICC of 0.25, which helps account for the possibility that outcomes are more strongly correlated within this group compared with the entire year group. In both scenarios, we are assuming that we can recruit schools where Black pupils on average represent 14% of the pupil population (this would be an increase over Black representation in our pilot schools, which averaged 11.3% across the 8 schools we had data for).

Table 3. Sample size calculations – Detecting subgroup effects for Black pupils

	Scenario 3 - 0.20 ICC	Scenario 4 – 0.25 ICC
Minimum Detectable Effect Size (MDES)	0.2	0.2
Average cluster size – Black pupils within a year group (assuming 14% among a year group of 200 pupils)	28	28
Intracluster correlations (ICC)	0.20	0.25

	Scenario 3 - 0.20 ICC	Scenario 4 – 0.25 ICC
Pre-test/ post-test correlations	0.5	0.5
Design effect for Black Pupils (assuming 15% attrition)	5.56	6.7
Alpha	0.05	0.05
Power	0.8	0.8
One-sided or two-sided?	Two-sided	Two-sided
Number of clusters	Intervention	68.9
	Control	68.9
	Total	137.9
Number of Black pupil participants (assuming average 14% enrolments)	Intervention	1930.0
	Control	1930.0
	Total	3860.0
Number of total pupil participants (Black + non-Black)	Intervention	13785.7
	Control	13785.7
	Total	27,571.5
Number of schools required (assuming 800 pupils/school)	34.5	41.5

	Scenario 3 - 0.20 ICC	Scenario 4 – 0.25 ICC
Allow for 15% school level attrition	39.7	47.7
Pilot sites	9	9
Efficacy trial recruitment	31	39

Update: 10 July 2025. We have since revisited these power calculations, taking into account both the current estimated enrolments of Black pupils in among our recruited schools (~8% enrolments) and the calculated pre/post-test correlation from the pilot trial data. Incorporating these values, we have provided the revision below:

Revised Table 3. Sample size calculations – Detecting subgroup effects for Black pupils

	All pupils	Black pupils
Minimum Detectable Effect Size (MDES)	0.2	0.2
Pre-test/ post-test correlations	level 1 (participant)	0.732
	level 2 (cluster)	N/A
Intraclass correlations (ICCs)	level 1 (participant)	N/A
	level 3 (cluster)	0.25
Alpha	0.05	
Power	0.8	
One-sided or two-sided?	Two-sided	
Average cluster size (year group)	200	16

Number of clusters	intervention	58	58
	control	58	58
	total	115	115
Number of pupil participants (assuming average 8% Black pupil enrolments)	Intervention	11,531	928
	Control	11,531	928
	Total	23,062	1844.8
Number of required/recruited schools - Total		28.8	
Number of pilot schools		9	
Number of required schools - Efficacy		20	

Update: 10 July 2025. Given the sizable decrease of required sample size as a result of incorporating the high pre/post-test correlation, we are now aiming to recruit at least 20-23 schools for the efficacy trial.

Given these numbers, we have coordinated with the PSHE Association and have been in touch this summer with several police forces about recruitment to the trial. Finding a partner constabulary who can connect us with schools, are willing to devote officer time to teaching, and can provide access to high quality administrative data will be essential for the success of the trial.

Outcome measures

Primary Outcomes

Our primary outcome is emotional and behavioural difficulties, as measured through the Total Difficulties score on the Strengths and Difficulties Questionnaire.

Secondary outcomes

Our secondary outcomes are:

- Offending and victimhood
- Delinquent Beliefs
- Pupils' trust and confidence in police
- Pupils' confidence in seeking help from police
- Deterrence (change in behaviour)
- Pupil attendance at school

Data Collection

Primary Outcome Measure

We will measure emotional and behavioural difficulties using the Strengths and Difficulties Questionnaire (SDQ) (Goodman et al, 1998). This will be included in the pupil baseline and endline surveys that will be captured digitally through Qualtrics or by paper, depending on the school's resources and preferences. The SDQ is a widely used and well-validated measure for this population, and provides an indicator on intermediate risk and protective factors of offending (YEF, 2022), as well as providing a possible indicator on whether the intervention may be causing harm. Our primary measure is the Total Difficulties Score (a score out of 40, with higher scores meaning higher difficulties), which can be broken down into Externalising and Internalising scales (both out of 20).

Baseline and endline surveys will be matched by participants. Given the limited success with matching paper surveys in the pilot trial, attributable to errors in transcribing pupil handwriting and a prevalence of blank responses to the date of birth and first name/surname initial questions, we will revise the matching plan for the efficacy trial. Pupils baseline and endline surveys will instead be matched using their school, year, sex, PSHE teacher, and a few other distinguishing characteristics (e.g. pet's name) that do not require pupils to reveal personally identifying information. The final matching plan will be developed and approved with partner schools to ensure the matching variables allow anonymity and remain consistent between the two surveys. We will provide an amendment with the final matching plan after confirmation with schools and a validation exercise.

Secondary Outcome Measures

Offending and victimhood will be measured using police administrative data. There will likely be idiosyncrasies in crime data collection practices between forces, so we plan on operationalising these two outcome variables in discussion with partner constabularies. To serve as an example for now, here is what we determined the relevant outcome measures to be with Avon and Somerset Police during the pilot trial:

- Contact with police that was categorised with the following offences, all coded as single overall offence binary (i.e. for every crime that falls into these categories, offence = 1):
 - Violence Against The Person, Possession of Weapons, Robbery (all condensed to a violence binary variable)
 - Drug offences (included in response to the content of the PSHE curriculum)
 - Sexual offences (included to capture sexual violence)
- Contact with the police that indicates the young person was a victim of any crime (binary)

These measures should be interpreted with caution, as they are defined to be inclusive of all types of contact with police as a result of offending or victimhood, whether they result in a conviction or not.

Structure of Police Administrative Data

During the pilot, police shared data that detailed each incident of offending behaviour (defined above) or victimhood for each school X in year group Y, along with the offender's/victim's sex, age, and ethnicity. These data, however, gives us only part of the picture, as it does not include the '0's - those pupils for whom all outcome measures are 0. To address this, we incorporated school enrolment totals, which tells us how many pupils there are in each year group, broken down by gender and ethnicity, along with each year group's treatment status. Bringing these two sources of data together, we have individual level data for each participant, indicating their binary treatment status, their relevant covariates in the form of sex and ethnicity, and their binary primary outcome.

We plan to follow the same procedure for the efficacy trial, creating a "pseudo-individualised" dataset. We plan to collect this for one year preceding the intervention and the year following the intervention, allowing us to control for school-school-year level historical data. This will mean we will aim to collect police data on the following schedule (we may combine cohorts 1 + 2 for ease, if they are within the same constabulary).

Table 4. Rough schedule of police crime data transfers

Cohort	Police Force	First Transfer (including data from previous year)	Second Transfer (+1 year from intervention)
Pilot trial	Avon and Somerset	July 2024 (done)	July 2025

Cohort 1	TBD	April 2025	April 2026
Cohort 2	TBD	July 2025	July 2026
Cohort 3	TBD	December 2025	December 2026

The purpose of the first transfer is twofold: first, we can familiarise ourselves with the existing data in partnership with the constabulary, and second, we can assess whether the police data will provide enough of a signal to power our analysis, i.e. that there are enough incidents recorded at baseline for the intervention to have a plausible, discernible effect.

Delinquent Beliefs Scale

We acknowledge that there are shortcomings of police administrative data to get an accurate picture of pupil offending and victimhood. Many crimes may go unreported and undetected by police for numerous reasons. Further, given that help-seeking behaviour is a theorised mechanism of PiCI, it is possible that the intervention will have a perceived effect of increasing victimhood, and giving the impression that PiCI makes pupils less safe.

In pilot phase, we used police administrative data as our primary outcome, but lacked a self-reported measure of pupil offending to triangulate with. Using the Self-Report Delinquency Scale (SRDS) proved challenging, with KCL's Research Ethics Committee expressing concerns about asking pupils these questions, particularly in the context of a randomised controlled trial with opt-out consent to participate. Moreover, stakeholders engaged through the pilot trial including the YEF Youth Advisory Board, expressed concerns about asking pupils to complete this survey. There are, of course, also concerns about social desirability bias in reporting. For these reasons among others, we have elected to use the SDQ as our primary measure, which fulfils the desire for a self-reported measure and allows us to treat the pilot data as internal. The police administrative data has been moved to a secondary measure, and we also have opted to add another self-report measure, the Delinquent Beliefs Scale (Thornberry et al, 1994).

The Delinquent Beliefs Scale survey instrument asks how wrong it is to do 8 different unlawful activities (e.g. "Steal something worth £100"). This measure generates a score up to 32, with higher scores corresponding to stronger beliefs that the activities are wrong. This measure will be analysed as a continuous outcome measure using the analytical approach we will use

with the other survey outcome measures. This approach avoids the ethical challenge of asking pupils to disclose potentially criminal activity about themselves.

Pupil Attitudes and Trust in Police

The remaining secondary outcome measures (i.e. pupils' trust and confidence in police, pupils' confidence in seeking help from police, deterrence) will be collected from the pupil baseline and endline surveys, described above. The pupil survey will operationalize trust and confidence in police using the using age-adapted questions from the Perceptions of Police Scale (POPS) (Nadal & Davidoff, 2015). The POPS questionnaire is made up of 12 Likert-scale questions, with lower scores indicating positive views of police and higher scores indicating more negative. The POPS can further be divided into two subscales, with 9 questions corresponding to attitudes about the police (e.g. "The police provide safety") and 3 questions about perceptions of police bias (e.g. "Police officers treat all people fairly"), which will be reported as mean scores. Given the pervasiveness of 'undecided' responses within the POPS scale during the pilot trial, we will highlight in the pupil video and survey instructions the importance of considering their opinions to these questions, rather than default to neutral.

For disclosure and help-seeking and deterrence, we will consult with Peter Neyroud and the Community Research Stakeholders Group (more details in the Diversity, Equity, and Inclusion section) on the best approaches to capture these outcomes in the pupil surveys. Currently we are planning to use bespoke questions, such as "Has this lesson made you feel more confident to talk to the police about the law and safety? Yes/No/Unsure."

School attendance

School attendance rates by year group, sex, and ethnicity will be collected directly from schools.

Demographic data

As we are interested in capturing subgroup effects for Black students, it is important that we also capture ethnicity and other identity markers in the pupil survey. The pilot validated the pupil survey's ability to capture the demographic variables of sex, gender, age, ethnicity, and disability. In the efficacy trial, we will include a nationality question in addition to the ethnicity question to ensure that non-White British pupils are not undercounted. The ethnicity response options will also be re-organized to make the options more comprehensible to pupils, while still following YEF guidance on gathering ethnicity.

Compliance

Compliance will be measured at the practitioner level, i.e. are the lessons taught in the way they are intended to be taught by PSHE teachers and police. Given the size of the trial and the number of PSHE teachers involved, classroom observations will not be adequate for ensuring compliance in these cases. Going into the trial, we will have to rely on our school-based contacts and PSHE leads to ensure rollout of the intervention. As such, it is important that we provide as much targeted support as possible to ensure clarity and ease by taking the following steps:

- A thorough onboarding of schools to record relevant details of their school, including class sizes, number of teachers, number of classes, PSHE lesson timetabling, and key calendar events to be aware of (inset days, term dates, school trips, etc). We will also prepare schools with a checklist of next steps and agree on various completion dates for each stage.
- Working as closely as possible with the police officers to track lesson scheduling and hear feedback on how lessons are going. During the pilot trial, we met with the Avon and Somerset team on a 2-3 week cadence, and these regular touchpoints were essential in making sure schools were getting the coverage they needed and gathering formative feedback from officers.
- Providing a one-stop site for PSHE leads to access supporting materials, guides, and the pupil survey video. For the pilot survey, we provided schools with a bit.ly link for an open Google Drive folder: bit.ly/policeinclassrooms. We plan to build on this approach for the efficacy trial.
- Planning visits to as many schools as possible during the administration of the baseline survey. This was an essential step during the pilot trial, as it helped build relationships with the PSHE lead and gave us insight into how the school operated and how pupils reacted to the baseline survey, which has informed our re-design of the pupil survey for the efficacy trial.
- Sending an appreciation gift to teachers in the form of baked goods (£50/school). It is a small gesture that should not influence data collection, but was found to be an effective way to build goodwill with schools during the pilot trial.

After the trial concludes, we will send our school leads and police officers a final IPE survey, which captures what was delivered and to whom (see Appendix 3 and Appendix 4). We will also ask pupils in the endline survey whether they received a police-taught lesson (making reasonable adjustments for absent or forgetful pupils). We will aim for a minimum of 80% overall compliance (i.e. 80% of lessons that were meant to be delivered per the randomisation were delivered correctly) within each school.

Analysis

Analysis of Survey Data

Our primary analysis of SDQ scores and several of the secondary measures (Delinquent Beliefs, Trust and Confidence, Deterrence, Help-seeking) will be conducted using a dataset of individual responses to baseline and endline surveys. We will estimate an individual level autoregressive (AR(1)) model, using complete case analysis (that is, analysing the data for the set of participants for whom we have both baseline and endline data). Significance will be determined by two-sided tests, with p-values < 0.05.

We plan a regression model being estimated of the form;

$$O_{iyst} = \alpha + \beta_1 W_{yst} + \beta_2 O_{iyt-1} + \Gamma X_i + \beta_3 M_i + u_{yst}$$

Where

O_{iyt} is the value of the outcome measure for I in year y in school s at time t.

α is a regression constant

O_{iyt-1} is the lagged value of the outcome measure for participant I from year y in school s. This value is set to 0 where missing.

X_i is a vector of participant demographic characteristics

M_i is a binary indicator of the missingness of participant I's baseline data, set to 1 if missing and 0 else

u_{yst} is an error term clustered at the level of the year/school/time period triad.

Analysis of Police Data and School Attendance Data

Analysis of the police administrative data will be conducted using logistic regression analysis with separate modelling for each binary outcome (offence = [1, 0], victim = [1,0]), using separate datasets (one for suspects, one for victims) derived from school-age-group level data using the process described above under "Structure of administrative data." Significance will be determined by two-sided tests, with p-values < 0.05.

We are planning the following regression model;

$$O_{iyt} = \alpha + \beta_1 W_{yst} + \beta_2 S_s + \gamma_y + \beta_3 T_t + u_{yst}$$

Where

O_{ist} is the value of the outcome measure for pseudo-individual i in year y in school s at time t .

α is a regression constant

W_{st} is a binary indicator of whether or not the year y in school s is treated in time t .

S_s is a vector of school level fixed effects

Y_y is a vector of school year fixed effect.

T_t is a binary indicator of time set to 1 in the trial period and 0 else.

u_{yst} is an error term clustered at the level of the year/school/time period triad.

Since school attendance data (RQ7) will be structured very similarly, wherein we will have rates of truancy of pupils by year group, sex, ethnicity, and school year, we will structure the analysis in the same way, using pseudo-individualised data and modelling individuals' likelihood to be truant.

Pooling pilot and efficacy data

We plan to analyse data from the pilot trial alongside data collected from the efficacy trial. In the case of primary and secondary outcomes from the survey data, this will be possible for the following outcomes:

- Emotional and behavioural difficulties
- Trust and confidence in police

This is possible because we will be repeating the use of the SDQ and the POPS, and thus we will have a 1:1 match on these outcome measures between the two datasets.

This should also be possible for the police data, but with caveats which are at present unknown. The police forces we are working with on the efficacy trial have confirmed that they record crime data in roughly a similar fashion and that we should be able to map crime categories between Avon and Somerset's recording practices and those of another police force.

We are more limited in our ability to incorporate pilot data on help-seeking and deterrence outcomes, as those questions were only included for treated year groups in the endline survey.

We are already planning to use school and time fixed effects in our modelling, which will account for systematic variation due to differences in delivery, location, and time periods between the pilot trial and the efficacy trial.

Sub-group analyses

In addition to these analyses, we are interested in heterogenous treatment effects among Black pupils compared with non-Black pupils (RQ8). These subgroups will be analysed separately through interaction terms — year group x treatment, and Black x treatment — for all our primary and secondary outcome measures.

Subgroup Analysis: Interacting binary ethnicity measures

During the pilot stage, we explored using collapsed ethnicity categories in order to operationalise an ethnicity subgroup analysis. We acknowledged that collapsing categories must be done carefully, to avoid flattening differences in experience and perspective between minority ethnic groups, as could be the case if we were to use a blunt Black Asian Minority Ethnic (BAME) category (Aspinall, 2020; Selvarajah et al. 2020).

However, we need to manage trade-offs between precision of racial/ethnic subgroups and maintaining statistical power of the subgroup analysis; if we run an interaction across all 18 ethnicities, these small groupings will reduce our overall power and make interpretation opaque. Given this, and given the evidence gathered from the academic literature and recent reports into the disproportionate use of strip searching on Black children, as well as conversations with YEF, we have opted to use a binary ethnicity measure of Black and non-Black in our subgroup analysis. By being selective in choosing the ethnicity which we are most concerned about in terms of police harm, we improve our statistical power and potential interpretability of our interaction models.

This does have the effect of flattening diverse experiences in the non-Black subgrouping, however. We think it is likely that other racial and ethnic minority pupils will have differing treatment effects from White pupils and putting them into the same category is simplifying things to a fault. Therefore, we are also planning to explore interaction effects for other ethnicities as well, e.g. interacting South Asian x treatment, etc. Also, within all these interaction models, we will control for ethnicity as a categorical variable, which will account for difference by ethnicity at baseline.

Thus, we will have two approaches to incorporating ethnicity variables into our analysis: interactions with a binary variable (e.g. Black and non-Black), and controlling with a categorical variable (e.g. White, Black, South Asian, etc). We discuss the operationalising of this categorical variable below.

Operationalising ethnicity category as a control variable

We are taking into consideration the broad ethnicity categories used in the 2021 UK Census and the Identity Codes used by the police to describe the apparent ethnicity of a suspect or victim (see Table 5). We believe there are compelling reasons to use Police IC Codes, since police perception of pupils is a key vector for how differences in experience with police may occur. Indeed, we are confined to using these codes in the analysis of police administrative data. We have operationalised subgroup definitions using the Subgroup Category column below.

Table 5. Operationalising the ethnicity category

Police IC Codes	Census 2021 (8a)	Survey response	Subgroup Category
IC1/IC2 - White (North and South European)	4. White: English, Welsh, Scottish, Northern Irish or British 5. White: Irish	White British White Irish Any other white background	White
IC3 – Black	2. Black, Black British, Black Welsh, Caribbean or African	Caribbean African Any other Black background White and Black Caribbean White and Black African	Black
IC4 – Indian subcontinent	1. Asian, Asian British or Asian Welsh	Indian Pakistani Bangladeshi	South Asian

IC5 – Chinese/Japanese/Korean/or other Southeast Asian	N/A	Chinese Any other Asian background	East Asian
IC6 – Arab or North African	N/A	Arab	Arab
IC9 – Unknown	7. Other ethnic group	Any other/Not Stated/Prefer not to say	Not stated
N/A	3. Mixed or Multiple ethnic groups 6. White: Gypsy or Irish Traveller, Roma or Other White 7. Other ethnic group	White and Asian Any other mixed Gypsy or Irish Traveller	Other

Implementation and process evaluation

The efficacy trial will include an embedded implementation and process evaluation (IPE) which builds on the pilot IPE. It will explore the extent to which the intervention is implemented as intended in the efficacy trial police force(s), including the extent and nature of variation between year groups and schools. It will also further explore the hypothesised intervention mechanisms, with a particular focus on gathering evidence for the key processes identified thus far:

1. Increased trust and confidence in the police,
2. Increased disclosure to professionals from pupils,
3. Increased help-seeking from professionals by pupils,
4. Increased deterrence

Analysis of IPE data will be undertaken within the tradition of theory-based evaluation, whereby data is used to develop and test the theory of change that has been developed through the pilot and feasibility phase of the project. A combination of quantitative and qualitative data will be gathered. Quantitative data will be analysed using a range of descriptive statistics to aid our interpretation of how PiCI is implemented, and where appropriate relationships between variables will be explored using logistic regression. Qualitative data will be analysed using thematic analysis, and coded using realist methodology, into contexts, mechanisms and outcomes using the logic of IF-THEN statements.

IPE research questions

RQ10: To what extent is the PSHE PiCI intervention implemented as intended?

- To what extent are the police officers who deliver the intervention recruited and trained as intended?
- Does the police officer conduct other activities in the school in addition to the lessons?
- To what extent is the lesson content delivered as intended?
- What is the role of the teacher in police-led lesson delivery and what is the nature of the police-teacher working relationship?
- Does implementation vary between year groups and schools (dose [number of lessons], reach [how many pupils receive lesson], timetable [intended delivery slot – PSHE lesson or otherwise], teacher presence, police officer additional activities)?

RQ11: What evidence is there for (and against) the mechanisms of change as set out in the logic model?

- Is there evidence for the key mechanisms of the intervention (increased trust and confidence, disclosure, help-seeking, deterrence)?
- Is there evidence for any unintended negative processes?
- Are there any elements, mechanisms or intended/unintended outcomes missing from the pre-efficacy logic model and theory of change?

RQ12: What are pupil's attitudes towards and experiences of the PSHE PiCI intervention?

- Does experience vary by pupil demographics (gender, ethnicity, nationality, disability)?
- Does experience vary by school?
- Does experience vary by lesson topic?

RQ13: What are parents' / guardians' attitudes and experiences of police officers in school?

RQ14: To what extent does the PSHE PiCl intervention meet school needs, according to key school staff?

Methods Overview – All trial components

Table 6. Efficacy trial and IPE methods

Research methods	Data collection methods	Participants/ data sources (type, number)	Data analysis methods	Research questions addressed	Implementation/ logic model relevance
Autoregressive modelling (AR(1))	Pupil survey data	Individual participant survey data for those who comply with endline and baseline data collection	Autoregressive (AR(1)) model, using complete case analysis	RQ1, RQ3, RQ4, RQ5, RQ6, RQ8	Measurement of primary outcome (Total difficulties) and secondary outcomes (Delinquent beliefs, trust and confidence, help-seeking, deterrence).
Logistic regression analysis	Police and school administrative data transfers	Pseudo-individualised dataset of participant level data for all pupils in a school	Logistic regression analysis with clustering at school level	RQ2, RQ7, RQ8	Measurement of two secondary outcomes (pupil offending/victimhood, school attendance)
Self-reported quantitative data (either from standardised instruments or bespoke survey questions)	Surveys; POPS, bespoke survey questions	Pupils, n=XX (across n=4 years; 10 schools)	Descriptive statistics; regression Semi-automated thematic analysis of free-text	RQ11; RQ12	Logic model – mechanism testing Attitudes and experiences

School level records	Administrative data	Year groups (across n=4 years; 10 schools)	Descriptive statistics;	RQ10	Implementation
Qualitative semi-structured interviews	Interviews and paired interviews with q-sort activity (pupils)	Up to N=5 pupils in n=10 schools (up to 50 pupils)	Thematic analysis; realist theory of change analysis; q-sort analysis	RQ11; RQ12	logic model mechanisms, attitudes and experiences
Qualitative semi-structured focus groups	Focus groups (teachers)	Up to N=5 teachers, in 1x focus group in n=10 schools (up to 50 staff)	Thematic analysis; realist theory of change analysis	RQ10; RQ11; RQ14	Implementation, logic model mechanisms, school needs
Qualitative semi-structured interviews	Interviews (parents/carers /guardians)	Up to n=4 parents in 2x interviews in n=10 schools (up to 40 parents)	Thematic analysis; realist theory of change analysis	RQ11; RQ13	Logic model mechanisms, parents attitudes and experiences
Lesson observations		Fieldnotes from n=10 observation days/ sessions (1 per school) Fidelity checklist (10 lessons)	Thematic analysis; realist theory of change analysis Summary statistics	RQ10; RQ11	Implementation, logic model mechanisms
Training observation	Observation of PSHE training session	Fieldnotes from n=1 training session observation in	Thematic analysis	RQ10	Implementation;

		each police force (1 training session)			
Police officer surveys and work returns	Surveys	Survey N=all police officers delivering PiCI Work returns n= All police in control schools and those delivering PiCI	Summary statistics	RQ10; RQ11	Implementation; logic model mechanisms
School surveys	Surveys	N=all schools delivering PiCI	Summary statistics	RQ10; RQ14	Implementation; school needs
Police team leader de-brief structured interview	De-brief interview of implementation at the police force level (recruitment, deployment, staff in intended schools, school engagement)	Police in Schools team leader N=1	Summary statistics	RQ10	Implementation

Cost data reporting and collecting

We completed a cost evaluation for the pilot trial, and provide the high level summary below. Note that the cost per participant assumes 1000 pupils/school, as we were piloting with five year groups rather than four.

Table 7. Summary of cost information from pilot trial

	Total Costs	Cost per participant
Set-up	£1,330.98	£1.33

Recurring	£6,874.51	£6.87
Total	£8,205.49	£8.21

This cost evaluation followed YEF's cost reporting guidance for intervention delivery, which took into account staff time for school staff and police (including non-wage), materials (printing), programme licensing costs, and travel costs. We did not include buildings and facilities costs, as we are assuming schools already have the classroom space and A/V set-up in order to deliver the intervention.

We gathered police-provided data on salaries, non-wage costs, travel costs, printing costs, and estimated hours worked, and for teacher salaries, we used mean teacher salaries and costs for each school sampled from the School Workforce Census (2023). Curriculum costs were sourced directly from the PSHE Association.

In the case of the efficacy trial, we plan to follow the same approach, but will need to conduct the cost evaluation in stages, first collecting data from cohorts 1 and 2 (Spring, Summer), and then collecting data from cohort 3. If multiple police constabularies are involved in delivery, we will conduct separate and combined (averaged) cost evaluations to help understand possible ranges of costs, depending on constabulary resourcing and delivery requirements.

Diversity, equity and inclusion

Our integration of Diversity, Equity, and Inclusion (DEI) principles will span across multiple elements of the trial, including methods, production of materials and deliverables, and the skills/capabilities of the research team itself.

Co-production and consultation with young people and the community

Through the pilot trial, we worked to carefully co-create the evaluation in consultation with people with relevant lived experience including a variety of young adults who have interacted with the police, and adults with experience working with children and young people from a variety of backgrounds. This work is being conducted in the following ways:

- During the pilot, we ran participatory activities and focus groups with pupils to gather their feedback on our research materials and structures, including our information sheets and consent forms, the format of qualitative work (i.e. whether pupils would like to be interviewed 1:1, in pairs, in groups, etc.), the focus group topic guides, our surveys, and our observation activities. As a result of this work, we will revise our information sheets, and going forward will run qualitative work with pupils in pairs or in group settings.

- We have set up a Community Stakeholders Research Group (CSRG), which has recruited four members to provide us with feedback on our research plans and activities as we work. The CSRG is made up of adults with experience working with children and young people in a variety of contexts: a youth advocate, a children's counsellor, an anti-racism specialist, and an ex-secondary school safeguarding lead. The group has been particularly active in reviewing how we created ethnicity subgroups for the analysis of our pilot trial data, reviewing our outcome measures, and giving us suggestions for how we match pupil baseline and endline surveys without compromising anonymity.

Accessibility and Inclusivity

Accessibility is a key consideration in all external facing materials, including surveys, letters to study participants, and in disseminating research findings. As mentioned above, research materials used in the feasibility study and pilot trial have been reviewed by pupils and amended accordingly. Materials have also been assessed to ensure they are of an appropriate reading age. To make the purpose of the research as clear as possible, we have produced short videos about project which use simple language. If we work with a Welsh constabulary and schools, materials will also be translated and available in Welsh. We have to include explanations of some more technical ideas in our information sheets in order to gather informed consent, but every effort has been made to create the most accessible versions of all our research materials.

During the feasibility study and pilot trial, we ran an Equalities Impact Assessment (EIA) to assess how the project will interact with equality and diversity issues, identify specific risks or issues, and consider mitigating strategies to reduce the risk of harm. Our process involved listing out equalities issues including age, gender, sexual orientation, race, disability, and then specifying how all aspects of the project may impact these issues, and how we can mitigate negative effects.

We have had our study design and approach to DEI carefully vetted by Jessica Davies, a YEF-appointed Racial Equity Associate, to ensure that our approaches are inclusive and minimise risk of harm to under-represented and marginalised groups. She has given us feedback on the terminology we use in our research materials, as well as how to best structure focus groups with pupils, and our Community Stakeholders Research Group.

The design of the efficacy trial, focused on a cluster randomised trial, will allow higher precision estimation of the impacts of the intervention on minoritised groups because subgroup analysis minimises loss of statistical power in cluster randomised trials compared with individually randomised trials (Sanders and Vallis, 2024). The efficacy trial will aim to

systematically oversample members of racially minoritised groups in order to have a large enough sample to be able to look at how specific ethnic groups are affected by the intervention.

Expertise and capacity-building within research team

Our team has extensive experience working with marginalised communities across a number of dimensions including children young people with care experience, LGBTQ+ individuals, and members of minoritised racial and ethnic groups. We have published previously on how to conduct RCTs with marginalised groups and how to ensure that their voices are heard in statistical analysis as well as in qualitative research (see Westlake et al., 2023). All researchers with direct contact with pupils will be in receipt of an up-to-date enhanced DBS certificate and will have undertaken safeguarding and EDI training. We have a safeguarding escalation policy (see appendix 5) which all researchers will adhere to if, for example, pupils make a disclosure during the research, and a school's designated safeguarding officer with whom 'no-names' consultations can be conducted if researchers are uncertain about a safeguarding risk.

Ethics and registration

All research activities are subject to review by research committees at both KCL and Cardiff, with KCL managing the efficacy trial clearance and Cardiff University managing the IPE clearance. All information sheets (parents, pupils, professionals, and school gatekeepers), consent forms (surveys, focus groups, interviews), data collection plans (pupil and staff surveys), analytical methods, and YEF data archiving policies have been reviewed by our respective ethics committees.

Update: 21 February 2025. The registration number for KCL is HR/DP-24/25-45765, and Cardiff's registration is 502.

Update: 10 July 2025. We have received ethical approval for the police data collection via an amendment with the KCL REC (we had opted to finalise this as an amendment to avoid risk of delaying the school-based research activities). The registration number for the KCL-related research remains the same.

We have registered this study with the ISRCTN, registration ID: ISRCTN10120000.

Data protection

Researchers at KCL and Cardiff University will follow the data protection guidelines set out by their respective universities (King's College London, n.d.; Cardiff University, n.d.).

Pupil survey data will be collected digitally via Qualtrics and through paper surveys. Qualtrics is GDPR-compliant. Data collected via Qualtrics will be stored securely on the server before being transferred to a limited access SharePoint folder, at which point data on Qualtrics will be deleted. Only researchers actively involved in analysing the data had access to the SharePoint, which is secure through multi-factor authentication following KCL data protection policies. Paper surveys will be kept securely in the Policy Institute offices while the files are being digitised. The digital files will be merged with the digitally collected survey data on the SharePoint. Paper surveys will then be disposed of using KCL's confidential waste disposal procedures.

Police administrative data will be transferred via a secure method to be determined in partnership with the police partner (e.g. Box). Personal and criminal offence data are collected and analysed in deidentified form (e.g. birthdates are simplified to month/year, etc). Qualitative online engagements (interviews and focus groups with professionals) will be conducted on Microsoft Teams, using the recording feature. These audiovisual recordings will be immediately downloaded, the audio detached and saved as an audio-only file using VLC Player (an offline application) and uploaded to a limited access SharePoint folder. All prior data files will then be deleted from Teams and any local drives.

In-person qualitative engagements (interviews and focus groups) will be recorded using a University-supplied portable Dictaphone recording device with password encryption and the subsequent recording immediately transferred to a limited access SharePoint folder. The recordings are then deleted from the Dictaphone.

Audio recordings will be sent to a University-approved external transcription service via encrypted FastFile for transcription. The returned transcripts are saved to a limited access SharePoint folder. Returned consent forms will be digitised using a University scanner, and all paper copies shredded using a University shredder.

All identifying information from qualitative research engagements will be removed in reports prior to publication. Where specialist role titles may identify a police force in the qualitative research engagements, they will be replaced with a generic title (e.g. 'Early Intervention and Schools Officer' or 'School Beat Officer' becomes 'school officer').

Data collected will be held for five years or until the date of final publication, whichever is sooner. After this date, all data will be deleted from our respective university storage. Data archiving will comply with YEF data guidelines, submitting one dataset with identifying data and unique project-specific reference numbers to DfE, and another dataset with evaluation data and the project-specific reference numbers.

KCL is the data controller of efficacy trial data and the data processor for the IPE. Cardiff University is the data controller for the IPE data and the data processor for the efficacy trial data.

Information about data protection and processing will be made available to all participants and parents. The partner constabulary and the schools recruited to the research will sign Data

Sharing Agreements with King's College London, which include extensive descriptions of the purpose for collecting data, the data required, how it will be stored, and how long it will be stored for, as well as information about the YEF data archive and sharing YEF's guidance for participants.

The processing of personal data through the evaluation is defined under GDPR as a specific task in the public interest. Therefore, the legal basis for processing personal data is 'Public Task' (Article 6(1)(e)). The findings of the study are in the public interest because they will be used to inform policy decisions on policing in schools.

The legal basis for processing special data is 'Specified consent' (Article 9(2)(a)). Participants will be informed in their information and consent forms that "We will be collecting data on your age, sex, gender, ethnicity and any disabilities you feel you have.", and they were asked to give explicit consent for this data to be collected.

Data protection policy statements:

KCL: <https://www.kcl.ac.uk/policyhub/data-protection-policy-2>

Cardiff: <https://www.cardiff.ac.uk/public-information/policies-and-procedures/data-protection>

Stakeholders and interests

King's College London research team:

The KCL team is responsible for the efficacy trial, including the recruitment of and liaising with schools, intervention randomisation, data collection and analysis, liaising with police forces, and collection of cost data.

Prof Michael Sanders is the Principal Investigator, responsible for all aspects of the research and its overall direction. Julia Ellingwood is project manager and lead for the trial, responsible for day-to-day management and communications with YEF, delivery partners and other stakeholders; recruitment of schools to the project; quantitative and statistical data analysis. Kira Ewanich and Isobel Harrop are research assistants and responsible for the smooth running of the trial, data collection and analysis, and reporting. Hannah Piggott (research fellow) will contribute to reviewing IPE materials and analysis plan and support with pupil focus groups, and will also manage the cost evaluation.

Cardiff University Research team:

David Westlake is a Co-Investigator responsible for funding acquisition, study design, ethical clearance, report writing and editing. Dr Verity Bennett is also a Co-Investigator, responsible for funding acquisition, study design, project management, quantitative data collection and analysis, report writing and editing. A research associate and a research assistant will be

identified to support participant recruitment, stakeholder liaison, qualitative data collection and analysis and report writing.

PSHE Association:

The PSHE Association developed the Police in Classrooms curricular intervention and will provide the police training in how to deliver the intervention. They were involved in the initial co-design of the pilot trial.

National Police Chiefs' Council (NPCC):

NPCC advised during the co-design phase of the trial, particularly contributing to selecting relevant and feasible outcome measures. They also facilitated connections with multiple police forces during the scoping/mapping/in depth work.

Jessica Davies, Racial Equity Associate:

Jessica Davies is a Racial Equity Associate with YEF. She reviewed our surveys, consent forms, and interview and focus group guides during the pilot trial, as well as helping us to improve our terminology to ensure our work accounted for the racial and ethnic differences in experience with the police, and that our research materials were inclusive.

Community Stakeholders Research Group (CSRG):

We recruited a Community Stakeholders Research group, which currently comprises four members with varied experience working with children and young people. We prioritised having members with professional or lived experience that was different from that of the research team. The CSRG has advised us on our survey design, outcome measures, and subgroup analysis.

Risks

Please see our project risk register document in a separate attachment. The risk register will be reviewed and updated on a quarterly basis, and will make up part of our agenda for the quarterly project meetings with YEF. Any risks that arise between reviews will be considered and added to the risk register. The funder will also be kept informed of emerging risks, and any risks that may increase in terms of likelihood or severity of impact during the study.

Timeline

We have prepared a Gantt chart detailing each step of recruitment, trial set-up, intervention delivery, data collection, and analysis and reporting (see separate attachment). Below is a highly simplified summary of each stage.

Table 8. Evaluation Timeline

Dates	Activity	Staff responsible
15/08/24 - 20/12/24	<p>Evaluation set-up:</p> <p>Police force recruitment, school recruitment, GECo decision, ethnical clearances, police and school onboarding (including DSAs), PSHE Association training, finalising of Cohort 1 and randomisation, sharing PSHE units, preparing for launch</p>	Research team (KCL + Cardiff), YEF, PSHE Association
13/01/25 - 19/12/25	<p>Trial and IPE Launch and Delivery:</p> <p>Baseline and endline survey administration, lesson delivery, IPE research activities (focus groups, interviews, and surveys), across 3 cohorts of schools:</p> <ul style="list-style-type: none"> • Cohort 1 – Spring Term • Cohort 2 – Summer Term • Cohort 3 – Autumn Term 	Research team (KCL + Cardiff), delivery partners (Police + schools)
04/08/25 - 15/03/27	<p>Analysis and reporting:</p> <p>Matching baseline/endline surveys, data cleaning, primary + secondary outcome analysis, IPE analysis, report drafting, revisions and publishing, YEF data archiving</p>	Research team (KCL + Cardiff), YEF

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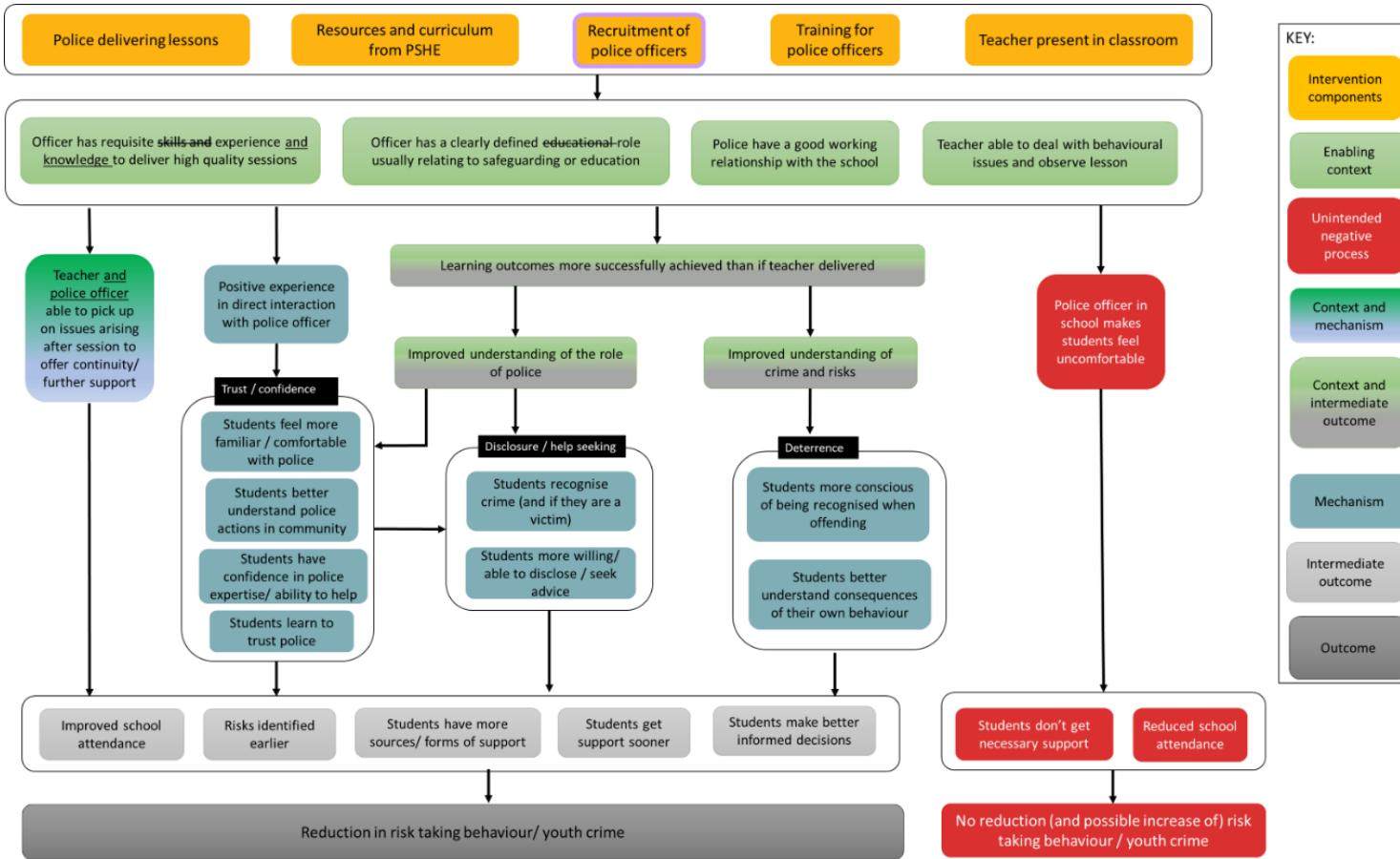
Appendices

Appendix 1. Changes since the previous YEF evaluation

Feature		Pilot to efficacy stage
Intervention	Intervention content	There will be no changes to the PSHE content.
	Delivery model	<ul style="list-style-type: none"> - We will offer the choice of paper surveys or digital surveys to all participating schools - Parents will be able to opt their child out of the survey digitally - We will provide a shorter and more accessible information sheet to pupils which explains the study and data protection policies
	Intervention duration	We will follow a multi-site cohort treatment approach, with each cohort roughly corresponding to a school term. This will spread out the lesson teaching commitments for officers while building in flexibility for pupils to complete the endline survey.
Evaluation	Eligibility criteria	<ul style="list-style-type: none"> - Year 11 pupils will no longer be eligible for the trial. - We will attempt to recruit schools where Black pupils are overrepresented (e.g. 14%+).
	Level of randomisation	There will be no changes to the level of randomisation.
	Outcomes, analysis and data collection	<ul style="list-style-type: none"> - We will drop police criminal outcomes (e.g. cautions, charge/summons, dropped, etc) - We will incorporate the Delinquent Beliefs Scale (Thornberry et al, 1994) to capture pupil self-reported offending behaviour, to triangulate with police data

		<ul style="list-style-type: none"> -We will capture pupil self-reported confidence in help-seeking and deterrence at baseline and endline, for both treatment and control years. -We will capture pupil attendance as a secondary outcome measure through school administrative data, comparing treated year groups with untreated, and attendance rates from prior years. -We will change behavioural difficulties to be the primary outcome and offending and victimhood to be a secondary outcome
IPE	Data collection	<ul style="list-style-type: none"> -We will give pupils the option of having a one-on-one interview with a researcher or to bring a friend along for a paired interview. -We will aim to conduct interviews with parents, who were not included during the pilot trial. -We will aim to conduct on-site focus groups with PSHE teachers involved in the delivery of the PiCl intervention. -We will not include interviews or focus groups with school Designated Safeguarding Leads (DSLs). -We will conduct classroom observations during police-led lesson delivery.

Appendix 2. Logic Model



Appendix 3. School Staff IPE Survey

Q1 What is the name of your school?

Q2 What is your role title? (e.g. designated safeguarding lead, deputy head, head of year, form tutor etc.)

Q3 What is the range of year groups in your school? (e.g. Years 7 to 13)

Q4 Is your school: (select one)

- A girls school (1)
- A boys school (2)
- A mixed sex school (3)
- Other (please specify) (4)



Q5 How many students are enrolled at your school for this academic year? (Please enter number and no text)

Q6 Please provide a breakdown of student numbers by year group below: *(Please enter number and no text)*

- Year 7 (1) _____
- Year 8 (2) _____
- Year 9 (3) _____
- Year 10 (4) _____
- Year 11 (5) _____
- Year 12 (6) _____
- Year 13 (7) _____

Q7 How many students at your school are eligible for free school meals? *(Please provide number or percentage)*

Q8 Does your school hold information on student ethnicity? *(select one)*

- Yes (1)
- No (2)
- Unsure (3)

Display This Question:

If Does your school hold information on student ethnicity? (select one) = Yes

Q9 Please enter the total number of students at your school by ethnicity below:

White British : _____ (1)

White Irish : _____ (7)

Gypsy or Irish Traveller : _____ (8)

Any other white background : _____ (9)

White and Black Caribbean : _____ (10)

White and Black African : _____ (11)

White and Asian : _____ (12)

Any other mixed : _____ (13)

Indian : _____ (14)

Pakistani : _____ (15)

Bangladeshi : _____ (16)

Chinese : _____ (17)

Any other Asian background : _____ (18)

Caribbean : _____ (19)

African : _____ (20)

Any other Black background : _____ (21)

Arab : _____ (22)

Any Other : _____ (23)

Not Stated : _____ (24)

Total : _____

End of Block: Default Question Block

Start of Block: PSHE lessons

Q10 For each of the following PSHE lessons delivered in your school, please identify who delivered the lesson. (*Please select all that apply. If the lesson was not delivered, please select 'not delivered'*)

	Police officer delivered (1)	School staff delivered (2)	Not delivered (3)	Unsure (4)
Knife Crime lesson 1: Coercive social groups (1)				
Knife Crime lesson 2: Knives and the law (2)				
Knife Crime lesson 3: Speaking out, seeking help (3)				
Personal Safety lesson 1: Safe Communities (4)				
Personal Safety lesson 2: Personal Safety (5)				
Personal Safety lesson 3: Growing independence (6)				
Drugs and the Law lesson 1: Exploring attitudes (7)				
Drugs and the Law lesson 2: Drugs and the law (8)				

Drugs and the
Law lesson 3:
Managing
influence (9)

Violence
Prevention
lesson 1: How
does violence
arise (10)

Violence
Prevention
lesson 2:
Violence and
the law (11)

Violence
Prevention
lesson 3:
Conflict
management
and
reconciliation
(12)

Q11 For each lesson delivered in your school please identify which year group(s) received the lesson. (*Please select all that apply. If the lesson was not delivered, please select 'NA'*)

	7 (1)	8 (2)	9 (3)	10 (4)	11 (5)	12 (6)	13 (7)	NA (8)
Knife Crime lesson 1: Coercive social groups (1)								
Knife Crime lesson 2: Knives and the law (2)								
Knife Crime lesson 3: Speaking out, seeking help (3)								
Personal Safety lesson 1: Safe Communities (4)								
Personal Safety lesson 2: Personal Safety (5)								
Personal Safety lesson 3: Growing independence (6)								
Drugs and the Law lesson 1: Exploring attitudes (7)								
Drugs and the Law lesson 2: Drugs and the law (8)								
Drugs and the Law lesson 3: Managing influence (9)								

Violence
Prevention
lesson 1: How
does violence
arise (10)

Violence
Prevention
lesson 2:
Violence and
the law (11)

Violence
Prevention
lesson 3:
Conflict
management
and
reconciliation
(12)

Q12 For each lesson delivered in your school please identify the total number of students who received the lesson. *(Please enter number)*

- Coercive social groups (1)

- Knives and the law (2)

- Speaking out, seeking help (3)

- Safe Communities (4)

- Personal Safety (5)

- Growing independence (6)

- Exploring attitudes (7)

- Drugs and the law (8)

- Managing influence (9)

- How does violence arise (10)

- Violence and the law (11)

- Conflict management and reconciliation (12)

End of Block: PSHE lessons

Start of Block: Attitudes

Q13 What is the purpose of police officers in your school?

Q14 To what extent do you agree that the role of your school police officer is well defined?
(select one)

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q15 To what extent do you agree that police officers were the best people to deliver the lessons they delivered at your school? (select one)

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q16 Do you think a different professional (including someone else who works at the school) would be better placed to deliver these lessons than the police? (select one)

- Yes (1)
- No (2)
- Unsure (3)

Display This Question:

If Do you think a different professional (including someone else who works at the school) would be b... = Yes

Or Do you think a different professional (including someone else who works at the school) would be b... = Unsure

Q17 Please tell us who you think would be better placed than police to deliver these lessons and why.

Display This Question:

If For each of the following PSHE lessons delivered in your school, please identify who delivered th... [School staff delivered] (Count) > 0

Q18 To what extent do you agree that school staff were the best people to deliver the PSHE lessons that they delivered at your school? (select one)

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Display This Question:

If For each of the following PSHE lessons delivered in your school, please identify who delivered them... [School staff delivered] (Count) > 0

Q19 Do you think a different professional would have been better placed to deliver these PSHE lessons than the school staff member?

- Yes (1)
- No (2)
- Unsure (3)

Display This Question:

If Do you think a different professional would have been better placed to deliver these PSHE lessons... = Yes

Or Do you think a different professional would have been better placed to deliver these PSHE lessons... = Unsure

Q20 Please tell us who you think would have been better placed to deliver the PSHE lessons that were delivered by school staff and why.

Q21 Do you think that police officers delivering lessons at your school has positive outcomes for the students?

- Definitely not (1)
- Probably not (2)
- Might or might not (3)
- Probably yes (4)
- Definitely yes (5)

Q22 Please tell us why you think this is the case:

Q23 Do you think that these outcomes are the same for all students, or are positive/negative outcomes different for different groups of students?

- Outcomes are likely the same for all students (1)
- Outcomes are likely different for some students (2)
- Unsure (3)

Q24 Please tell us why you think this is below:

Q25 Is there anything else you would like to tell us about your experience of police in schools?

Q26 If you would be happy to be contacted by the research team about the answers you have provided in this survey please enter your details below:

- Name (1) _____
- Role at school (2) _____
- Email address (3) _____

Appendix 4. Police IPE Survey

Q1 Please enter the name of your police force (e.g. Avon and Somerset Police)

Q2 Which borough / geographical location do you work within? (e.g. North, South etc)

Q3 What is your rank? (select one)

- Inspector (1)
- Sergeant (2)
- Constable (3)
- PCSO (4)
- Other, please specify (5)

Q4 What is your role title? (e.g. 'Safer Schools Officer')



Q5 How many full years have you been working as a police officer? (Please give a number not text and include your probation period if applicable)



Q6 How many full years have you been working in your current police force? (Please give a number, not text, and include your probation period if applicable)

Q7 Please list your qualifications (e.g. *BSc in Policing, PGCE, NVQs, etc*)



Q8 How many schools do you currently deliver lessons in? (*please give a number not text*)

End of Block: About You

Start of Block: Training

Q9 Have you attended any training specific to your role in schools? (*select one*)

- Yes (1)
- No (2)
- Unsure (3)

Q10 Please specify any training that you have undertaken specific to your role in schools. Please give the course provider and the duration of this training in your answer. (*e.g. half day PSHE training course, 2 hours safeguarding training etc.*)

Q11 To what extent do you agree that you have the necessary skills and experience to conduct your role? (*select one*)

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

End of Block: Training

Start of Block: Your school(s)

Q12 Please give name of the school(s) that you work in:

Q13 To what extent do you agree that your role in school is clearly defined? (*select one*)

- Strongly Agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q14 What do you understand the main purpose of your role in school to be?

Q15 To what extent do you agree that the school understand the remit of your role? (*select one*)

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q16 How often do you feel that the school expect you to perform tasks outside the remit of your role? (*select one*)

- Always (1)
- Most of the time (2)
- About half the time (3)
- Sometimes (4)
- Never (5)

Q17

a) When you attend school are you seen more as a visitor or an established member of the school team *by school staff*? (select one)

- Visitor (1)
- Member of school (2)
- Unsure (3)

b) When you attend school are you seen more as a visitor or an established member of the school team *by school students*? (select one)

- Visitor (1)
- Member of school (2)
- Unsure (3)

Q18 To what extent do you agree that you have a good working relationship with school staff? *(select one)*

- Strongly Agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q19 Please select the year groups to whom you delivered any PSHE lessons with the following titles: *(please select all that apply, if you did not deliver the lesson, please select NA)*

	7 (1)	8 (2)	9 (3)	10 (4)	11 (5)	12 (6)	13 (7)	NA (8)
Knife Crime lesson 1: Coercive social groups (6)								
Knife Crime lesson 2: Knives and the law (7)								
Knife Crime lesson 3: Speaking out, seeking help (8)								
Personal Safety lesson 1: Safe Communities (10)								
Personal Safety lesson 2: Personal Safety (11)								
Personal Safety lesson 3: Growing independence (12)								
Drugs and the Law lesson 1: Exploring attitudes (14)								
Drugs and the Law lesson 2: Drugs and the law (15)								

Drugs and the
Law lesson 3:
Managing
influence (16)

Violence
Prevention
lesson 1: How
does violence
arise (18)

Violence
Prevention
lesson 2:
Violence and
the law (19)

Violence
Prevention
lesson 3:
Conflict
management
and
reconciliation
(20)

Q20 Was the teacher present in the classroom whilst you were teaching? *(select one)*

- Yes, the teacher was present for all of my lessons (1)
- No, the teacher always left the classroom (2)
- The teacher was sometimes present during my lessons (3)

Q21 Did the teacher handle any behavioural issues whilst you were teaching? *(select one)*

- Yes, the teacher handled all behavioural issues (1)
- Yes, the teacher handled some behavioural issues, but I also had to manage this (3)
- No, I had to handle all behavioural issues (4)
- NA, there were no behavioural issues during my lessons (5)

Q22 Do you do any other work in schools besides delivering the PSHE lessons? (select one)

- Yes, my role includes other types of work in schools (1)
- No, I only deliver lessons in schools (2)

Skip To: Q25 If Do you do any other work in schools besides delivering the PSHE lessons? (select one) = No, I only deliver lessons in schools

Page
Break

Q23 Please select the activities that fall within the remit of your role in school below:

Q23a Presentations / teaching (please select all that apply)

- c. Assemblies (2)
- d. Peer groups (3)
- e. Neither of the above (4)

Q23b Police presence (please select all that apply)

- f. Acting as a visible presence in the school corridors / reception area (1)
- g. Acting as a visible presence in the school in common areas (e.g. library, dining hall etc) (2)
- h. Acting as a visible presence at the school boundary / gates (3)
- i. Conducting school grounds / area patrols (4)
- j. Supervising break / lunch time recreation (5)
- k. None of the above (6)

Q23c Working with teachers and school staff to identify and support pupils at risk of: (please select all that apply)

- l. being involved in crime (1)
- m. being a victim of crime (2)
- n. exploitation (3)
- o. radicalisation (4)
- p. social exclusion (5)
- q. None of the above (6)

Q23d Working with teachers and school staff by: (*please select all that apply*)

- r. Attending school staff meetings (1)
- s. Sharing information with school staff to assist in safeguarding (2)
- t. Sharing information with school staff to assist in offending prevention (3)
- u. Sharing information with school staff for other reasons (please specify) (4)
- v. Gathering information from school staff to assist in safeguarding (5)
- w. Gathering information from school staff to assist in preventing offending (6)
- x. Gathering information from school staff for police intelligence (7)
- y. None of the above (8)

Q23e Working with other agencies (*please select all that apply*)

- z. Identifying opportunities for inter-agency working (1)
- aa. Attending multi-agency safeguarding meetings (2)
- bb. Working with Youth Justice Team to identify / address needs relating to offending (3)
- cc. Sign-posting schools and young people to other services (4)
- dd. None of the above (5)

Q23f Relationship building (*please select all that apply*)

- ee. General relationship building with school staff (1)
- ff. General relationship building with pupils (2)
- gg. General relationship building with families (3)
- hh. General relationship building with other members of the community (4)
- ii. Conducting restorative justice and mediation interventions (5)
- jj. Conducting targeted group educational interventions / workshops (6)
- kk. Providing ad-hoc safety advice / promoting awareness (7)
- ll. Attending school events e.g. open days, school dances, shows, fetes, clubs and extra-curricular activities etc. (8)
- mm. None of the above (9)

Q23g Reporting, responding and investigating (*please select all that apply*)

- nn. Reporting and recording crimes (1)
- oo. Responding to specific incidents / unplanned events that happen at school (2)
- pp. Responding to specific incidents / unplanned events that happen outside school (but involve school pupils) (3)
- qq. Conducting searches of students (4)
- rr. Investigating school absences (5)
- ss. Missing child investigations (6)
- tt. After care/ safe and well checks when missing children return (7)
- uu. Weapon Sweeps (8)
- vv. Screen Arch Ops (9)
- ww. Junior VPC (10)
- xx. Senior VPC (11)
- yy. None of the above (12)

Q24 Are there any other activities that fall within the remit of your role in schools that have not been listed above? If so, please list these below:

Q25 What do you feel works particularly well about the work you do in school?

Q26 Is there anything about the work you do in school that could be improved?

Q27 Is there anything else you would like to tell us about your role in schools?

Q28 If you are happy to be contacted about your answers by a member of our research team please enter your details below:

- Name (1) _____
- Role title (2) _____
- Email address (3) _____

End of Block: Your school(s)

Appendix 5: Safeguarding Escalation Procedure

The Police in Schools Evaluation Project - Police in Classrooms Trial

Student Safeguarding Protocol

Purpose of this document

The following document outlines the safeguarding policies set out by the research team to ensure the welfare of all involved parties. The document includes an overview of the study and its risks, guidance for researchers to recognize situations of potential harm, and appropriate responses for researchers in cases in which harm does occur.

These safeguarding policies are intended to complement any preexisting safeguarding procedures set out by the parties involved. In the event there is any discrepancy between this protocol and the existing safeguarding protocol of the relevant school, researchers will endeavour to follow the latter. Further, this protocol only relates to and guides activities undertaken by the researchers when working with research participants.

The research and relevant risks

The study will evaluate the impact of police working in schools on youth offending. Specifically, this study is testing the impact of a novel Police in Classrooms (PiCl) PSHE curriculum, which aims to provide age-appropriate classroom instruction on a variety of topics, from drugs and alcohol to knife crime to personal safety, among others. To measure the impact of this intervention, year groups within participating schools will be randomly selected to receive the curriculum. Data collected include police-provided administrative data on youth offending, pupil surveys, interviews, focus groups, and observations.

As this research involves the study of pupils, police, and crime data, the research team is highly sensitive to the heightened risks of harm for pupils participating in various research activities, including the risk of re-traumatisation for children with negative past experiences, risk of disclosure of criminal activity and possible retaliation, and risk of intimidation in a space where children are meant to feel safe. Therefore, all researchers involved will be trained in the details of this safeguarding protocol, and the research and this protocol itself will be subject to continued review by competent parties.

The research risks and mitigation procedures are fully outlined in a risk register, a living document which is reviewed and updated on a quarterly basis by the research team in collaboration with the research funders. Please contact the research team using the contact information at the end of this document for more information.

Parties involved

Research team

The research team is comprised of individuals affiliated with King's College London and Cardiff University. The responsibilities outlined in this protocol relate directly to the activities of these researchers undertaken to fulfil the purposes of the research, including leading interviews and focus groups, administering surveys, conducting classroom observations and other fieldwork, and analysing and storing research data.

Related organisations

The Youth Endowment Fund is the research funder and have contributed to the design of the research. The PSHE Association and the National Police Chiefs Council have also contributed to the design of the research.

Research participants

Schools – pupils and staff

The primary research participants are pupils from year groups 7-10 (ages 11-15) in mainstream secondary schools, and additional research participants include various staff members, such as teachers and relevant school leadership. Pupils will take part in surveys and focus groups, and staff will take part in interviews, focus groups, and observations.

Police forces

Youth-based police officers who provide instructional inputs or other services to schools will take part in interviews, focus groups, surveys, and observations as part of the research.

Our approach

The research team is responsible for ensuring the appropriate policy, procedures, and risk assessment are in place to facilitate effective safeguarding for all parties involved. It is the duty of researchers to take reasonable steps to prevent harm and respond appropriately when harm does occur. Given harm can be presented in many forms, including active (e.g. physical abuse), passive (e.g. neglect), visible (e.g., bruising), invisible (e.g., emotional abuse), current (actual harm now or in the past), future (risk of harm), immediate, and long term, the proposed safeguarding responses are general guidance and researchers are expected to act with sensitivity and care in identifying and responding to varying situations of harm.

Distress Protocol

An extract of the distress protocol can be found [here](#).

The following actions will be taken to manage distress if it arises in the research focus groups, interviews, or surveys:

Early signs of distress

Signals of distress may include a participant indicating they are experiencing a high level of stress or emotional distress OR a participant exhibiting behaviours that suggest that the discussion/interview is too stressful (e.g. uncontrolled crying, shaking).

Stage 1 Response:

Stop the discussion/interview/survey being undertaken.

One of the researchers will offer immediate support and contact the class teacher or a designated member of staff, such as a school pastoral lead.

Stage 2 Response:

Remove participant from discussion and accompany to quiet area and discontinue interview.

The class teacher or pastoral support will follow the school's standard safeguarding policy for how to safely help an upset pupil.

If appropriate, refer pupils to the information and consent letter to access further advice/support.

Follow up

Ask the school to follow up with a courtesy call (if the participant consents) and report any key information back to the research team if appropriate.

Encourage the participant to call if he/she experiences increased distress in the hours/days following the focus group.

Whom to contact with concerns or questions

Research Principal Investigator – Professor Michael Sanders, michael.t.sanders@kcl.ac.uk

King's College London Research Ethics Office - Email rec@kcl.ac.uk

King's College London Safeguarding Reporting contacts –
<https://www.kcl.ac.uk/assets/policyzone/governancelegal/safeguarding-procedure3.pdf>

Emergency – Call 999

NSPCC Helpline – Call 0808 800 5000

Appendix 6: Police in Classrooms Pupil Survey (baseline)

After you have read the Information Sheet and/or listened to an explanation about the research, please review the following consent terms.

If you consent to all of the terms below, check 'Yes' to take part in the research. If you do not check the 'Yes' box, we cannot use your survey in the study.

- I confirm that I have read and understood the information sheet for the Police in Schools Evaluation Project. I have had the opportunity to consider the information and ask questions to my satisfaction.
- I understand that participating in this project is voluntary, and that I can refuse to take part. I also understand I have two weeks to withdraw my data, after which I will no longer be able to.
- I understand my personal information will be processed for the purposes explained to me in the Information Sheet. I understand that such information will be handled under the terms of UK data protection law, including the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018.
- I understand that my information may be subject to review by responsible individuals from the College for monitoring and audit purposes.
- I understand that confidentiality and anonymity will be maintained, and it will not be possible to identify me in any research outputs.
- I understand that the researcher/ research team can archive my anonymous data for future research projects.
- I understand that the information I have submitted will be published as a report and may be discussed in interviews, conferences and presentations.
- We will ask for some basic demographic and biographic information which will be used in our analysis. We will not require any information that could be used to identify you, and you will not be contacted about any of the answers you provide. Know that your confidentiality and anonymity will be maintained to the highest possible level. If you are satisfied with these terms, please consent to the processing and analysis of your data submitted through this survey by the Youth Endowment Fund and King's College London.

- Yes, I consent to take part in the research
- No, I do not want to take part in the research

If you checked 'Yes', please continue.

If you checked 'No' please stop here and turn over your survey.

Q1. When is your birthday? Day: _____ Month: _____ Year: _____

Q2. Which year are you in?

- 7
- 8
- 9
- 10

Q3. Who is your form tutor?

Q4. What is your sex?

- Male
- Female
- Other
- Prefer not to say

Q5. What is your ethnic group? Please choose ONE. If you have multiple ethnic groups, choose an option in the 'Mixed or multiple ethnic group' category.

Asian or Asian British

- Indian
- Pakistani
- Bangladeshi
- Chinese
- Any other Asian background

Black, Black British, Caribbean or African

- Caribbean
- African
- Any other Black, Black British, or Caribbean

Mixed or multiple ethnic groups

- White and Black Caribbean
- White and Black African
- White and Asian
- Any other Mixed or multiple ethnic background

White

- English, Welsh, Scottish, Northern Irish or British
- Irish
- Gypsy or Irish Traveller
- Roma
- Any other White background

Other Ethnic Group

- Arab
- Any Other Ethnic Group

Q6. Do you have a disability?

- I do. If happy to share this, please state here:

- I do not
- Prefer not to say

Q7. What was the name of your first pet?

- Write here: _____
- I have never had a pet

Q8. What is your middle initial? For example, if your middle name is Jack, write J. Write 0 if you do not have one.

Strengths and Difficulties Questionnaire (© Robert Goodman, 2005)

For each item, please mark the box for Not True, Somewhat True or Certainly True.

It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of how things have been for you over the last six months.

Q9. I try to be nice to people. I care about people's feelings.

- Not True
- Somewhat True
- Certainly True

Q10. I am restless, I cannot stay still for long.

- Not True
- Somewhat True
- Certainly True

Q11. I get a lot of headaches, stomach-aches, or sickness.

- Not True
- Somewhat True
- Certainly True

Q12. I usually share with others (food, games, pens etc.).

- Not True
- Somewhat True
- Certainly True

Q13. I get very angry and often lose my temper.

- Not True
- Somewhat True
- Certainly True

Q14. I am usually on my own. I generally play alone or keep to myself.

- Not True
- Somewhat True
- Certainly True

Q15. I usually do as I am told.

- Not True
- Somewhat True
- Certainly True

Q16. I worry a lot.

- Not True
- Somewhat True
- Certainly True

Q17. I am helpful if someone is hurt, upset or feeling ill.

- Not True
- Somewhat True
- Certainly True

Q18. I am constantly fidgeting or squirming.

- Not True
- Somewhat True
- Certainly True

Q19. I have one good friend or more.

- Not True
- Somewhat True
- Certainly True

Q20. I fight a lot. I can make other people do what I want.

- Not True
- Somewhat True
- Certainly True

Q21. I am often unhappy, downhearted or tearful.

- Not True
- Somewhat True
- Certainly True

Q22. Other people my age generally like me.

- Not True
- Somewhat True
- Certainly True

Q23. I am easily distracted; I find it difficult to concentrate.

- Not True
- Somewhat True
- Certainly True

Q24. I am nervous in new situations. I easily lose confidence.

- Not True
- Somewhat True
- Certainly True

Q25. I am kind to younger children.

- Not True
- Somewhat True
- Certainly True

Q26. I am often accused of lying or cheating.

- Not True
- Somewhat True
- Certainly True

Q27. Other children or young people pick on me or bully me.

- Not True
- Somewhat True
- Certainly True

Q28. I often volunteer to help others (parents, teachers, children).

- Not True
- Somewhat True
- Certainly True

Q29. I think before I do things.

- Not True
- Somewhat True
- Certainly True

Q30. I take things that are not mine from home, school or elsewhere.

- Not True
- Somewhat True
- Certainly True

Q31. I get on better with adults than with people my own age.

- Not True
- Somewhat True
- Certainly True

Q32. I have many fears, I am easily scared.

- Not True
- Somewhat True
- Certainly True

Q33. I finish the work I'm doing. My attention is good.

- Not True
- Somewhat True
- Certainly True

Purpose of Police

The next set of questions is about your thoughts on police working in schools. You may have seen police officers visit your school after school dismissal, during breaks, at lunch, to give an assembly, or to speak to your class.

Q34. In your opinion, why do you think that we have police working in schools?

Q35. Do you agree or disagree with having police work in schools?

- Agree
- Disagree
- Unsure

Q36. Would you change how police work in schools?

- Yes
- No
- Unsure

Q36a. If you answered Yes, what changes would you make?

Q37. Do you think there are good things that police do in school?

- Yes
- No
- Unsure

Opinions on Police

Now, we are going to ask you how you feel about the police. Do you agree or disagree with the following:

Q38. Police officers are friendly.

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

Q39. Police officers protect me.

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

Q40. Police officers treat all people fairly.

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

Q41. I like the police.

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

Q42. The police are good people.

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

Q43. The police do not discriminate (treat people differently because of their race, sex, age, or background).

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

Q44. The police provide safety.

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

Q45. The police are helpful.

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

Q46. The police are trustworthy.

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

Q47. The police are reliable.

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

Q48. Police officers are unbiased/fair.

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

Q49. Police officers care about my community.

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

Beliefs

For the following situations, select the answer that best describes your beliefs. How wrong do you think it is to:

Q50. Steal something worth £100?

- Not wrong at all
- Somewhat wrong
- Mostly wrong
- Very wrong

Q51. Use a weapon or force to get money or things from people?

- Not wrong at all
- Somewhat wrong
- Mostly wrong
- Very wrong

Q52. Attack someone with a weapon or with the idea of seriously hurting them?

- Not wrong at all
- Somewhat wrong
- Mostly wrong
- Very wrong

Q53. Hit someone with the idea of hurting them?

- Not wrong at all
- Somewhat wrong
- Mostly wrong
- Very wrong

Q54. Take a car or motorcycle for a ride without the owner's permission?

- Not wrong at all
- Somewhat wrong
- Mostly wrong
- Very wrong

Q55. Steal something worth £50?

- Not wrong at all
- Somewhat wrong
- Mostly wrong
- Very wrong

Q56. Purposely damage or destroy property that does not belong to you?

- Not wrong at all
- Somewhat wrong
- Mostly wrong
- Very wrong

Q57. Skip school without an excuse?

- Not wrong at all
- Somewhat wrong
- Mostly wrong
- Very wrong



Impetus



Home Office



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@YouthEndowFund

The Youth Endowment Fund Charitable Trust

Registered Charity Number: 1185413