Police in Classrooms

Feasibility and Pilot Trial Report

Dr Michael Sanders, David Westlake, Dr Verity Bennett, Julia Ellingwood, Kira Ewanich, Isobel Harrop, Dr Jonathan Ablitt, Dr Cindy Corliss, Amy Hamlyn, Aimee-Louise Davies

July 2025

KING'S College LONDON

CARDIFF UNIVERSITY
PRIFYSGOL CAERDYDD

YOUTH ENDOWMENT FUND

About the Youth Endowment Fund

The Youth Endowment Fund (YEF) is a charity with a mission that matters. We exist to prevent children and young people from becoming involved in violence. We do this by finding out what works and building a movement to put this knowledge into practice.

Children and young people at risk of becoming involved in violence deserve services that give them the best chance of a positive future. To make sure that happens, we'll fund promising projects and then use the very best evaluation to find out what works. Just as we benefit from robust trials in medicine, young people deserve support grounded in the evidence. We'll build that knowledge through our various grant rounds and funding activities. And just as important is understanding children and young people's lives. Through our Youth Advisory Board and national network of peer researchers, we'll ensure that young people influence our work and that we understand and are addressing their needs. But none of this will make a difference if all we do is produce reports that stay on a shelf.

Together we need to look at the evidence and agree what works, then build a movement to make sure that young people get the very best support possible. Our strategy sets out how we'll do it. At its heart, it says that we will fund good work, find what works and work for change. You can read it here.

For more information about the YEF or this report, please contact:

Youth Endowment Fund
C/O Impetus
10 Queen Street Place, London
EC4R 1AG

www.youthendowmentfund.org.uk

hello@youthendowmentfund.org.uk

Registered Charity Number: 1185413

Contents

About the evaluator

This evaluation was conducted by an independent, multi-disciplinary team of researchers from two institutions: The Policy Institute at King's College London (KCL) and the Children's Social Care Research and Development Centre (CASCADE) at Cardiff University. The evaluation team has considerable experience conducting randomised trials and fieldwork in the fields of education and youth development, including experience conducting research with vulnerable and at-risk youth.

This project was led by Michael Sanders (KCL), who served as the principal investigator, with David Westlake (CASCADE) and Verity Bennett (CASCADE) as co-investigators.

For more information on this project, please reach out to the principal investigator at michael.t.sanders@kcl.ac.uk.

Executive summary

The project

Police are present in many schools across England and Wales, aiming to keep children safe through building trust in policing, encouraging children to seek help, increasing police visibility and deterring violence. Despite the investment in this approach, there is very little research on the role police play in schools or the impact on children or violence. Robust evaluation is therefore vital to understand the potential impacts of this practice on children. Police activities in schools can be grouped into classroom-based roles, where officers deliver educational instruction (the focus of this report) and those outside of classrooms (explored in the Youth Endowment Fund's [YEF's] Police in Corridors project). Within classrooms, police can deliver educational sessions on topics including drugs, knives and violence. This approach specifically aims to demystify the police, making them more approachable to children at risk of harm or needing extra support. However, there are also risks associated with having police in schools, and so robust evaluation is essential.

This evaluation was a feasibility and pilot study of police providing educational instruction in schools. Due to the intervention's potential for harm, especially for Black, Asian and Minority ethnic pupils, a race equity associate[1] was involved throughout to ensure the research design, materials and terminology were sensitive to and accounted for racial and ethnic differences in experience with the police. The feasibility study examined how the police implement the approach, how implementation varies and how police, school staff and children perceive the activity. This was explored through a scoping exercise, with interviews with five decision-makers from five forces; a mapping survey completed by 34 forces; and qualitative work in ten areas, including interviews, focus groups and observations with 75 officers, school staff and children from 38 schools. The feasibility study ran from October 2023 to July 2024, with 74 children from secondary schools, and 9 forces across England and Wales.

The pilot study then aimed to explore how a specific intervention, Police in Classrooms (PiCl), could be evaluated. PiCl involved three PSHE lessons, delivered weekly or fortnightly, in collaboration between trained police officers and teachers to secondary school children aged 11–16. The PSHE Association provided curriculum materials and 16 hours of training to officers, covering teaching practice and curriculum content. The pilot aimed to establish outcome measures, the acceptability of randomisation, and data collection and analysis methods. The pilot used a two-arm cluster randomised controlled trial with Avon and Somerset Police and nine schools in the Bristol area, and aimed to link to children's local police records. The pilot did not aim to assess impact and so did not involve enough participants to detect effects. 20 year groups received PiCl while 22 year groups received business-as-usual PSHE instruction. Children were surveyed to explore trust and confidence in police (measured through the Perceptions of Police Scale) and emotional and behavioural challenges (captured through the Strengths and Difficulties Questionnaire). 8,500 children took part in the pilot, which ran from January to July 2024. Of the 4,452 who took part in the baseline survey, 67.6% were White, 9.5% were Black, 8.1% were South Asian, 5.2% identified as Other, 3% were East Asian, 0.8% were Arab and 5.8% did not answer.

Key conclusions
Most forces deliver educational instruction to children in secondary schools, but the nature and content vary across England and Wales. Common topics include sex and healthy relationships, weapons, and exploitation, with instruction once or twice per term. Most officers receive light training in lesson delivery.
Teachers and children generally had positive perceptions of police delivering educational instruction. However, Black children were less likely to have positive perceptions than children from other ethnic backgrounds, with opinions differing significantly between children who identified as Black compared to those identifying as White. School staff consider police presence important to rebuild relationships with children who have had past negative experiences.
The pilot study recruited nine out of 10 target schools, with two to three year groups in each school randomly assigned to receive the PiCl intervention. One year group from one school dropped out due to scheduling issues.

Police data was accessed, but the prevalence of offending and victimisation was low. Challenges in collecting survey data with children (relating to survey format, timing and audience) were encountered.
PiCl was delivered as intended, and no evidence of harm was reported by children, school staff or police. Data was able to be collected on how the intervention was delivered and on variability, which will allow for subgroup analysis.
PiCl is ready for a larger, robust randomised controlled trial. Future evaluation should measure impact on a primary outcome that occurs more frequently than offending or victimisation (such as behavioural difficulties), should improve survey data collection and further explore potential differential effects on Black children.

Interpretation

While most forces (30 out of 32) reported delivering educational instruction in schools, the nature and delivery varies across England and Wales, between forces and schools. Decisions around content and delivery are made jointly between the police and schools (based on local trends, school needs and police availability), but a range of content is delivered. Common topics include sex, healthy relationships and gender-based abuse; weapons; exploitation; and behaviour. Instruction is delivered to children across all secondary school types and ages by police officers or police community support officers. Most officers are trained in lesson delivery, but experience level and training varies between forces. Officers tend to visit once or twice a term (based on school size and demand), and most conduct other school-based work, or work outside of school.

Teachers and children generally viewed police delivering educational instruction positively. However, survey data suggests the approach is less acceptable to Black children than those from other ethnic backgrounds: the majority of Black children (51%) felt unsure about police in schools (38% supported it), while the majority of White (52%), Arab (58%) and South and East Asian children (55% and 50%, respectively) supported police presence. Whilst pupil survey data suggests ethnic background plays a role in the acceptability of the intervention, ethnicity was not raised in interviews with pupils, staff or police as a factor. School staff saw the approach as especially important for rebuilding relationships with children who have had negative experiences with the police. Lesson relevance and officer teaching skills shape staff perceptions.

The pilot study recruited nine of 10 target schools, with two or three year groups from each school randomly assigned to receive PiCl. One year group dropped out due to timetabling challenges. Police data were accessed, but the prevalence of offending and victimisation was low. Accessing Year 11 children and limited time at end of the school year made collecting children's survey data difficult: all schools administered the baseline survey, but only 52.4% of enrolled children completed it. Of these, only 55.3% completed the endline survey. While the pilot was not powered to detect impacts on children's outcomes, and the sample size is too small for robust subgroup analysis, it is worth noting and exploring in future evaluations that the intervention may lead to more unfavourable perceptions of police from Black children. In the context of the racial disproportionality of the criminal justice system, it is imperative to explore this.

PiCl was delivered as intended. Officers followed lesson plans and teachers were present in the classroom. Delivering PiCl in the pilot cost £8.21 per child. No evidence of harm (from receiving or not receiving PiCl) was reported by children, teachers or officers. Data collection methods were largely suitable; data can be collected on how the intervention is delivered and how it varies, which will allow for subgroup analysis. Qualitative evidence supports the theory that PiCl may increase the likelihood of children seeking help from teachers and police, but these early findings should be approached with considerable caution, given the small group size.

PiCl is ready for a larger, robust randomised controlled trial. Future evaluation should measure the impact on a more frequent primary outcome than offending or victimisation, such as behavioural difficulties, and should aim to improve survey data collection from children – possibly by extending timeframes and using alternative collection methods. The reluctance of children to discuss prior experience with police in focus groups means interviews may be more suitable for discussing sensitive topics. Recruiting schools where Black children are over-represented could help explore the potential differential effects of PiCl.

The YEF is proceeding with further evaluation of PiCl to a full efficacy trial.

Introduction

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 well-being 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 violence. The issue of knife crime, in particular, has had a growing national profile in recent years, and this was brought into sharp relief during the study period, when a number of high-profile incidents were reported in one of the metropolitan areas where the study took place.

On the one hand, schools are well-suited to these roles, as they likely interact with pupils more often than other professionals: they are potentially able to detect early signs by seeing changes in behaviour or friendship groups that could presage a worrying change. On the other hand, schools were not designed, and teachers were not trained, to fulfil these roles. In safeguarding, recent randomised controlled trials (RCTs) investigated the effects of providing additional clinical supervision to school DSLs (Stokes et al., 2021) and of social workers in schools (Westlake et al., 2022). It is therefore perhaps unsurprising that, in parallel, police officers have been placed in schools.

The role of police in schools

The roles that police in schools (POLiS) play in schools vary across contexts. Early interviews with local forces conducted during the co-design phase[1] of this study revealed a diversity of activities that comprise a typical school's officer workday: attending school staff meetings, conducting return-to-school interviews for recently excluded pupils, patrolling during break times and after school, addressing assemblies on various topics, and taking crime reports from members of the school community, among others. The overarching goals of POLiS primarily focus on promoting pupil safety through a range of mechanisms: building trust and confidence in police, reducing risk-taking behaviour through instruction, encouraging help-seeking and deterring youth violence through visibility.

The placement of POLiS can roughly be divided into two main types, with distinct approaches and intermediate outcomes. The first, referred to here as police in corridors (PiCo), seeks to embed police (to varying degrees) into the daily activities of a school. PiCo work activities can include attending staff meetings, conducting patrols and weapons and drugs sweeps, conducting educational conversations with offending pupils, leading assemblies on topics related to the law and engaging in informal interactions with pupils (e.g. by sitting in the lunch room). This approach aims to increase police visibility, facilitate earlier detection of warning signs and allow decisive early action to prevent harm.

The second, referred to here as police in classrooms (PiCl) and which is the focus of this report, aims to provide age-appropriate classroom instruction on a variety of topics, including drugs and alcohol, knife crime

---

[1] The co-design phase included interviews with five different groups associated with local police forces: Avon and Somerset, Metropolitan Police (London), Kent, West Mercia and Wales Schools Programme (SchoolBeat Cymru).

and online safety, among others. Further, PiCl aims to demystify the police and in so doing, make police, in general, more approachable by pupils who may be at risk or need help. While PiCl officers may also play PiCo roles, this is not always the case, and PiCl work may be done by an officer who does not necessarily have a regular presence within a particular school.

The implementation of POLiS can be quite varied in practice, reflecting differences in school leadership, pupil needs and the approach of the individual officer. But in both cases – PiCl and PiCo – the underlying logic is that POLiS can reduce harm to pupils through a combination of instruction, deterrence and relationship-building. This approach is not without its risks, including the potential for net widening (which increases the likelihood that pupils will enter the criminal justice system) and labelling (the stigmatisation of schools and/or pupils due to the presence of police) (Gaffney, Farringdon and White, 2021). Negative impacts of POLiS on minority groups, in particular, have been documented in North America, including "lasting physical and psychological harms that were distinctly linked to Indigeneity, race, class, gender, and ability" (Tanner, 2021, pp. 6). In the US, schools with police have been found to report more non-serious crime (Na and Gottfredson, 2013), and a police presence has been found to be correlated with higher exclusion rates (Fisher and Hennessy, 2016). Longer-lasting consequences stemming from early contact with the justice system can include difficulties completing school, entering the labour market and securing safe and stable housing, which, in turn, can contribute to offending later. This being said, recent UK evidence from a PiCl trial indicated that police-led classroom activities increased young people's trust in police fairness regardless of pupil background (Pósch and Jackson, 2021).

Intervention

This report is particularly concerned with the feasibility and pilot trial of the PiCl intervention, with another report from our team capturing the PiCo elements of POLiS. Since these two elements are often working in tandem, there is some overlap between these reports, particularly in the discussion of findings from the scoping and mapping.

As discussed, PiCl can encompass a broad set of instructional activities, including assembly-style addresses and in-class interactive lesson delivery. Instructional topics are similarly expansive, including drug and alcohol education, online safety, violence and knife crime. There is further variation in how PiCl functions across schools, reflecting differences in curriculum, school leadership and community needs.

We set out with two main goals: first, we sought to capture both the wide range of PiCl implementations across police forces in England and Wales; second, we focused on a particular implementation in order to understand whether we can quantify the impacts of a particular PiCl approach through an RCT. For the first goal, we undertook a scoping and mapping exercise whereby we surveyed the majority of police forces in England and Wales and then proceeded with an in-depth exercise with 10 forces to understand how PiCl works operationally. For the second, we recruited the Avon and Somerset Police (ASP) to undertake an RCT of a particular approach to PiCl.

Prior to the trial, we developed a logic model and programme theory that set out how PiCl was intended to work. These included a set of mechanisms that worked through three intermediate outcomes: trust and confidence in the police, increased disclosure and help-seeking by students and deterrence. These decisions were based on the idea that if PiCl is working as intended, these intermediate outcomes will contribute to the primary desired outcome of reducing youth offending behaviour.

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

The logic model also acknowledged the possibility of unintentional harmful consequences, such as students feeling fearful of the law or uncomfortable or unsafe in police presence, based on prior negative experiences. As noted in the pilot protocol, it is possible that different mechanisms (and intermediate outcomes) will operate differently for different groups of students, such as ethnic minority students or students with negative past experiences with police.

For the purposes of our RCT, we sought to test the formal delivery of a newly developed curriculum written by the Personal Social Health and Economic (PSHE) Association and taught in classrooms in partnership with teachers.

This new PSHE Association PiCl curriculum comprises four taught units – Personal Safety, Drugs and the Law[2], Violence Prevention and Knife Crime – with each unit containing three lessons. Each unit is written to be taught collaboratively, with the classroom teacher teaching the first and third lessons and the specially trained school officer teaching the middle lesson. The thrust behind this approach is to leverage the unique expertise and perspectives of both police and teachers to contribute to PSHE instruction in a complementary fashion, with the officer's session located between the two teacher-led sessions to further embed and demonstrate the deliberateness of their visit to pupils. The full logic model of the PiCl PSHE intervention is detailed in Figure 6 and discussed in the Feasibility section, but one of the core assumptions is that police are particularly suited to teach on certain topics and that pupils' learning outcomes in these cases benefit from having an officer teach them, rather than a teacher. The overarching goals of the curriculum are for pupils to make better-informed decisions in matters relating to the law, be more likely to recognise crime, be more willing to seek help or advice, and to understand police and their actions in the community, which can lead to improved trust and confidence in police. The design of lesson plans and instructional content is informed by Procedural Justice Theory, which links fair and respectful interactions with police with feelings that police and the law are legitimate and trustworthy (Bradford and Yesberg, n.d.; Pósch and Jackson, 2021).

An evaluation assessing the impact of the PSHE Association Drugs and the Law lesson on young people's trust in police fairness and knowledge of the PSHE material was recently conducted by Pósch & Jackson (2021). Using a three-wave cluster RCT with two treatment arms (i.e. one teacher-led PSHE lesson and one officer-led PSHE lesson), the authors found that the intervention improved pupils' trust in police fairness and understanding of the unit content for up to 10 weeks after the lesson was delivered. The evaluation showed promise for delivery by a police officer of the Drugs and the Law unit and provides a basis for the continued evaluation of police-delivered PSHE lessons across other topics relating to policing and the law.

---

[2] A previous iteration of this unit was trialled by LSE Consulting (2021) in partnership with the National Police Chiefs' Council (NPCC) and was found to have positive effects on knowledge as well as trust in the police.

The pilot trial sets out to both build on Pósch and Jackson and to make a unique contribution by focusing on behavioural change as a primary outcome. For the former aim, this trial evaluates three additional PiCl topics beyond Drugs and the Law (Personal Safety, Violence Prevention and Knife Crime), and the intervention is delivered in a more embedded, deeper format using the three-lesson unit format, which is collaboratively taught by teachers and officers. For the latter, this trial considers different outcomes, considering whether and how the intervention impacts pupil offending and victimhood and emotional and behavioural challenges, in addition to measuring trust and confidence in police.

The PiCl curriculum is designed to be developmentally appropriate for Key Stage 3 (year groups 7–9) and Key Stage 4 (10–11). Each year group would receive one of the four teaching units, with some flexibility to accommodate schools' instructional needs. The breakdown of the lessons per unit is provided below, along with the year group(s) that the unit is targeted at.

Table 1: Police in classrooms Personal Social Health and Economic Curriculum

Personal safety (Year 7)	Drugs and the law (Years 8 and 9)	Violence prevention (Years 9 and 10)	Knife crime (Years 10 and 11)
Lesson 1: Safe communities Lesson 2: Personal safety Lesson 3: Growing independence	Lesson 1: Exploring attitudes to drugs Lesson 2: Drugs and the law Lesson 3: Managing influences	Lesson 1: How does conflict arise? Lesson 2: Violence and the law Lesson 3: Conflict management and resolution	Lesson 1: Coercive friendships Lesson 2: Knives and the law Lesson 3: Speaking out, staying safe

The intervention aims to reach all school children enrolled in year groups 7–11. The curriculum is designed to be delivered in mainstream classrooms by a qualified PSHE teacher and a PSHE Association-trained police officer. Schools officers received two days (16 hours) of training from the PSHE Association in October 2023. The training took place at the police headquarters and was led by a consultant from the PSHE Association and a police officer trained in school engagement and classroom facilitation. During this training, officers were taught pedagogical theory (with the first day focusing on unlearning poor teaching practices), were introduced to the curriculum content (including supporting materials, such as PowerPoints and worksheets) and practised instructional delivery in line with the principles of safe teaching practice.

Teachers did not receive specific training but were supported through the Police in Classrooms Handbook (PSHE Association and NPCC, n.d.), which provides overarching guidance on effective teaching practice and positive collaboration between teachers and police, and unit-specific resources, including PowerPoint presentations, pupil handouts, a unit-specific facilitator guide and lesson plans for each lesson.

Officers and teachers received guidance on the pacing and timing of lesson delivery, e.g. that each of the three lessons should follow one another without long gaps between them. Lessons were typically delivered at weekly intervals.

Quality assurance at the delivery level was managed by the schools and police officers themselves, after having received guidance from the research team. In most cases, the PSHE lead at the school coordinated the scheduling of lessons and communication with teachers (in some cases, this was handled by an assistant head teacher), who also liaised with the research team.

Ethical review

In line with King's College London (KCL) ethics guidance, the elements of the project delivered by KCL are categorised as service evaluation and, consequently, do not require formal ethical approval. However, approval for the use of administrative data relating to young people – including pupil enrolments by race/ethnicity and gender – for this project has been approved by KCL ethics under MRA-23/24-41006.

Research activities undertaken by Cardiff University (scoping and mapping, plus other qualitative work, including focus groups with pupils, observations of school policing practices, and interviews and focus groups with professionals) have been reviewed and approved by the Cardiff University School of Social Science Research Ethics Committee under Ethical Clearance Number 502.

The protocol for this trial was published on the YEF website ahead of its launch. See the most recent version here: https://youthendowmentfund.org.uk/wp-content/uploads/2024/01/PiCl-Pilot-trial-protocol-Jan-2024.pdf

Pupils and their parents are not required to consent to the contents of PSHE lessons within their schools (Department for Education, 2023); pupil participants and their parents were given a chance to opt out of completing the baseline and endline surveys to collect perceptions of police and individuals' strengths and difficulties.

Parents were sent an information sheet about the research two weeks before the baseline surveys were to be given to the pupils. The information sheet covered the purpose of the research, our data usage policy and information about the right to withdraw from the study. Parents were also supplied with a form they could send to the school to opt their child(ren) out of completing our surveys (see Appendix A).

Pupils who had not been opted out of completing the survey by their parents were given a presentation by their teachers (see Appendix B), which included a video produced by KCL staff explaining the purpose of the research and how to fill in survey questions if they wanted to take part. Pupils were also provided with a pupil information sheet and consent form (see Appendix C), which were included at the beginning of the surveys.

The primary outcome measures of the research are taken from administrative data records from police forces, and these are anonymised such that we cannot identify individual pupils; we are limited only to school enrolment and the age of the suspect or victim. Since data are transferred anonymously, there is no mechanism for pupils to opt out of the collection of these outcome measures.

The mapping survey was prefaced with a brief ethical statement on the launch page (see Appendix L), with a link to the information sheet that respondents were asked to consent to in order to complete the survey.

Professionals (police representatives and school representatives) were sent an information sheet (see Appendix E) and consent form (see Appendix F) by email in advance of their scheduled participation. This email was typically sent more than a week prior; however, on some occasions, prospective participants

wanted to take part sooner and, therefore, the pro formas were sent with a shorter lead time. The professionals' consent forms were returned by email.

Pupil consent for focus group participation included the consent of their parent or guardian, who was requested to sign the pupils' consent form alongside them. The pupils' information sheets (see Appendix G) and pupils' consent forms (see Appendix H) were written in age-appropriate language and were sent to representatives of their schools via email for either manual dissemination or by email to parents. They were then returned in person during the focus group.

At the beginning of all interviews and focus groups, the researcher provided a brief explanation of the research, reiterated the ethical considerations and the voluntary nature of participation, fielded questions, and asked for further verbal consent.

Observations of school policing practices (classroom lesson observations and a school gates/community patrol 'go along') were conducted by invitation by schools and police officers. Their informed consent was negotiated beforehand, and the practicalities were discussed in meetings prior to the events.

A brief document containing a description and explanation of all the proposed school-based research engagements with staff and pupils was initially sent to the school representative ahead of their agreement to engage with the research (see Appendix M).

Data protection

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

For the mapping survey, data were collected digitally via Qualtrics and stored securely on the server before being transferred to a limited-access SharePoint folder, and all data on Qualtrics was deleted. Only researchers actively involved in analysing the data had access to the SharePoint.

Qualitative engagements (interviews and focus groups) were conducted on Microsoft Teams, using the recording feature. The audiovisual recording was immediately downloaded, the audio was detached and saved as an audio-only file using VLC Player (an offline application) and it was uploaded to a limited-access SharePoint folder. The recording was then deleted from Microsoft Teams, as well as all local devices.

In-person qualitative engagements (interviews and focus groups) were recorded using a university-supplied, portable Dictaphone recording device, and the subsequent recording was immediately transferred to a limited-access SharePoint folder. The recordings were then deleted from the Dictaphone.

Audio recordings were sent to a university-approved external transcription service via encrypted FastFile for transcription. The returned transcripts were saved to a limited-access SharePoint folder.

Returned consent forms were digitised using a university scanner, and all paper copies were shredded using a university shredder.

All identifying information from qualitative research engagements was removed from reports prior to publication. This included attributing quotation to generic filenames adhering to a broadly applicable category (e.g. police focus group 1 or pupil focus group 4), and references to names, places, schools and police forces within quotations were replaced with a generic category (e.g. [name], [neighbourhood], [school]). Where specialist role titles may identify a police force in the qualitative research engagements,

they too were replaced with a generic title (e.g. early intervention and schools officer or school beat officer became school officer).

For the pilot trial, data were collected digitally via Qualtrics, through paper surveys and from ASP via a secure Box transfer. Qualtrics is GDPR-compliant[3]. Data collected via Qualtrics was stored securely on the server before being transferred to a limited-access SharePoint file, and all data on Qualtrics was then deleted. Only researchers actively involved in analysing the data had access to the SharePoint. Paper surveys were kept securely in the Policy Institute offices before the files were digitised. The digital files were merged with the digitally collected survey data in SharePoint. Paper surveys were disposed of using KCL's confidential waste disposal procedures. Personal and criminal offence data were collected and analysed in deidentified form. Data will be held for five years or until the date of final publication, whichever is sooner. After this date, all data will be deleted. Data archiving will comply with YEF data guidelines, submitting one dataset with identifying data and unique project-specific reference numbers to the Department for Education and another dataset with evaluation data and the project-specific reference numbers.

KCL is the data controller of the pilot trial data and the data processor for the feasibility study. Cardiff University is the data controller for the feasibility study data and the data processor for the pilot trial data.

Information about data protection and processing was made available to all participants. ASP and the schools recruited to the research signed data sharing agreements, which included 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 YEF's guidance for participants. Parents and pupils were also informed about data protection and processing via information and consent forms (see Appendices A and C).

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 were 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

Project team and stakeholders

A large number of people and organisations have contributed to this project.

---

[3] https://www.qualtrics.com/support/survey-platform/getting-started/qualtrics-gdpr-compliance/

KCL's research team

The KCL team was responsible for the pilot trial portion of the research, including the recruitment of and liaison with schools, intervention randomisation, pilot data collection and analysis, liaison with ASP, and the collection of cost data.

Prof. Michael Sanders, principal investigator, was responsible for all aspects of the research and its overall direction. Julia Ellingwood, project manager and lead for the pilot trial, was responsible for day-to-day management; communication with YEF, delivery partners and other stakeholders; the recruitment of schools to the project; and quantitative and statistical data analysis. Kira Ewanich was responsible for the smooth running of the trial, data collection and analysis, and reporting. Ewanich managed the data sharing agreement collection from schools and led on pupil survey administration, dataset creation and the analysis of pupil survey data. Isobel Harrop was responsible for the smooth running of the trial, data collection and analysis, and reporting. Harrop led the community stakeholders research group (CSRG) and contributed to the analysis of police administrative data. Harrop liaised with Youth in Mind on the use of the Strengths and Difficulties Questionnaire (SDQ). Kate Bancroft led on the ethics review and pupil/parent/gatekeeper letters and consent forms for the pilot trial. Bancroft led the Equality Impact Assessment, liaised with the YEF Racial Equity Associate and founded the Community Research Stakeholders Group. Domenica Avila consulted on the development of survey instruments. Hannah Piggott led pupil focus groups and contributed to the implementation and process evaluation (IPE) analysis plan. Beti Baraki led pupil focus groups and contributed to the IPE analysis plan. Aria Lao, Hafiza Alim and Rita Boutros were responsible for inputting student survey data.

Cardiff University research team

David Westlake was the co-investigator responsible for funding acquisition, study design, report writing and editing. Dr Verity Bennett was the co-investigator responsible for funding acquisition, study design, project management, quantitative data collection and analysis, and report writing and editing. Dr Jonathan Ablitt was responsible for funding acquisition, ethical clearance, participant recruitment, stakeholder liaison, qualitative data collection, analysis and report writing. Dr Cindy Corliss was responsible for participant recruitment, creative methods, participatory work, data collection, analysis and report writing. Amy Hamlyn was responsible for data collection, qualitative analysis, quantitative analysis and report writing. Aimee-Louise Davies was responsible for data collection, qualitative analysis, quantitative analysis and report writing.

PSHE Association

The PSHE Association developed the PiCl curricular intervention, trained ASP in how to deliver the intervention and was involved in the co-design of the trial, including in our decision to run two separate evaluations of POLiS work: PiCl and PiCo.

NPCC

The 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 and in-depth work.

ASP

ASP initiated school recruitment by connecting the research team to secondary schools in the Bristol area; they then liaised with PSHE leads at those schools to schedule and deliver the police-taught lessons. They provided access to offending and victimhood data for pupils attending the schools involved in the research and also provided qualitative feedback on the PiCl lessons.

Bristol schools

Nine secondary schools in Bristol and the surrounding area took part in the research programme. They sent consent forms out to parents, explained the research to pupils, gathered their consent, administered baseline and endline surveys to pupils, taught two of the three PSHE lessons in the intervention, facilitated ASP officers coming into the schools to teach, and gathered administrative data for use in the analysis.

Jessica Davies, YEF Racial Equity Advisor

Jessica Davies reviewed the surveys, consent forms and interview and focus group guides, 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.

CSRG

We recruited a CSRG, which currently comprises four members with varied experience working with 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 analyses.

Behavioural Insights Team

The behavioural insights team (BIT) conducted the school randomisation independently of the research team.

Scoping, mapping and in-depth feasibility study

Overview

Research questions

RQ1: What is the nature of PiCl as it is currently implemented (business as usual/current operations [CO])?

  a.   What is the intended/perceived purpose of PiCl according to key stakeholders (i.e. strategic decision makers in the police, school police officers, school governors, school staff and pupils)?
  b.   What is the remit of PiCl (e.g. role requirements and safeguarding policies)?
  c.   Who makes decisions about the purpose, content and delivery of PiCl, and what do they base these decisions on?
  d.   What topics and content does PiCl include?
  e.   How is PiCl delivered? – broken down below:
       i.   Who delivers PiCl (seniority, role, experience, training, etc. of police officers)?
       ii.   Who receives PiCl (which schools, year groups, etc.)?
       iii. How much is delivered and how frequently?

RQ2: How and to what extent does the nature of PiCl (CO) vary in England and Wales?

    a.   To what extent does the nature of PiCl vary between police force areas?

    b.   To what extent does PiCl vary between different schools?

    c.   How closely does PiCl CO in different places compare to the PiCl PSHE model?

RQ3: How acceptable is PiCl CO to pupils, schools and the police?

    a.   How does being part of a minoritised group and/or adverse past experiences with police impact the acceptability of PiCl CO among pupils, and what are school staff and police officers' perceptions of this?

    b.   Do other factors (e.g. school type and local area context) play a role in the acceptability of PiCl?

    c.   Are there particular aspects of the nature of PiCl that make the intervention more or less acceptable?

RQ4: How is PiCl CO perceived by stakeholders in achieving its target outcomes?

    a.   Are there any elements, mechanisms or intended/unintended outcomes missing from the pre-trial logic model and theory of change?

    b.   What are the perceived contexts within which PiCl operates, and how might these impact intervention activities, mechanisms and outcomes (e.g. race or minority status, school type and local context)?

https://youthendowmentfund.org.uk/wp-content/uploads/2024/01/PiCl-Pilot-trial-protocol-Jan-2024.pdf

Introduction

Following initial discussions with the NPCC and police forces during the co-design phase, POLiS was divided into two main types of approach, PiCl and PiCo, which are defined as follows:

"Police in Classrooms: This approach aims to provide age-appropriate classroom instruction on a variety of topics, from drugs and alcohol to knife crime to online safety, among others. Further, it aims to demystify the police, and in so doing make police in general more approachable by pupils who may be at risk or need help."

"Police in Corridors: This approach seeks to embed police (to varying degrees) into the daily activities of a school. Work activities can include attending staff meetings, conducting patrols and weapons and drugs sweeps, conducting educational conversations with offending pupils, leading assemblies on topics related to the law, and engaging in informal interactions with pupils (e.g. by sitting in the lunch room). This approach aims to increase police visibility, facilitate earlier detection of warning signs, and allow decisive early action to prevent harm."

This report focuses on PiCl and relates to the study protocol published previously (Sanders et al., 2024). A separate report (Sanders et al, 2024b) covers PiCo.

Methods

The feasibility study involved a range of activities conducted in three broad stages:

1. Scoping

2. Mapping
3. Qualitative exploratory work

As described in the study protocol, scoping primarily involved interviews with key decision makers, mapping was based on a survey of forces and qualitative exploratory work involved interviews, focus groups and observations of practice.

Participant selection

Participants were selected and recruited to each stage as follows.

Scoping

To obtain an initial understanding of how PiCl CO is carried out, strategic decision makers with oversight of POLiS were selected from five police forces across England (n=3) and Wales (n=2). Initial contacts were provided by the NPCC, and these contacts then advised the research team as to who would be the most appropriate people to interview.

Mapping

All 43 police forces in England and Wales were invited to participate in the online mapping survey in January 2024. To reach as many forces as possible, researchers sent follow-up emails to forces that had yet to respond, using contact details and/or police force webforms, in April 2024. Opportunities were provided for force contacts to complete the survey with a researcher at a mutually agreed upon time. A final reminder was sent in June 2024.

Qualitative exploratory work

In order to explore PiCl in more depth, we conducted qualitative research with stakeholders in a purposive sample of forces (n=10). The initial five forces that participated in the scoping interviews were included in this sample. Five additional forces were selected to provide representation across a range of police force sizes, geographic regions in both England and Wales, and a range of rural and urban localities. Selection was based on results from the mapping survey. The participating forces were given the option to provide contact details in a pro forma at the end of the survey. These details were used to contact them to discuss further in-depth research participation. For the most part, this was successful; however, on some occasions, the survey respondents did not have the authority to make further decisions on behalf of the police force and/or were not forthcoming with contact details of their superior.

The contact in the police force helped us locate school personnel who were interested in participating in the research. They provided us with the contact details of the head and deputy head teachers, DSLs and other personnel who had direct contact with police officers in schools. Interviews with school personnel were arranged at a mutually agreed time with the research team via a webform contact sheet or via direct contact over email. In some cases, our police contact also assisted in arranging focus groups with DSLs and other school personnel, and in others, the school personnel who participated in interviews provided the contact details of colleagues within their school or at other schools.

In the in-depth stage, we aimed to conduct:

- 10 focus groups with police officers (one per force)

- 20 interviews with school heads, governors and other personnel with a strategic perspective related to PiCl
- Five focus groups (n=25) with school staff (DSLs and deputy head or head teachers) who have an understanding of PiCl from an operational perspective
- Five focus groups (n=25) with pupils who have received PiCl lessons
- Participatory work with pupils (n=25)

Endline pupil survey

Endline surveys for pupils in the pilot trial treatment group included questions on intervention acceptability, which could then be analysed by self-reported ethnicity.

Theory of change and logic model development

Initial logic model development

Initial logic model development took place iteratively, following a series of informal conversations with police contacts provided by the funder and the NPCC. These logic models were then discussed, modified and agreed with research partner representatives from the NPCC and PSHE Association via a series of co-design meetings. The initial logic model can be found in the study protocol (Sanders et al., 2024).

Revision of the theory of change

During the analysis stage, the logic model was reviewed and revised in consideration of the data collected. Based on qualitative coding and survey data, each part of the logic model was discussed during a whole-team meeting, and decisions were made about whether the data either supported or contradicted the theory contained in the logic model. Based on this discussion, a range of changes were made, including minor descriptive changes to better reflect the analysis and more substantive changes, including additions and deletions.

Data collection

Policy document review

POLiS policy documents were reviewed for each police force included in the scoping interviews to further understand and compare the aims, purpose and intended outcomes of POLiS practice.

Mapping survey

To explore the nature of PiCl across England and Wales, a mapping survey was designed, utilising evidence from the scoping interviews, POLiS policy documents from the same five forces and a selection of freedom of information requests published online by 11 police forces (Information Commissioner's Office [ICO], n.d.). The survey asked representatives of each police force about the extent to which they felt that these definitions described the work done in their police force area and how we could more accurately define each type of approach to fit their activities. We also collected information on the activities conducted by police staff in schools.

The survey was created in Qualtrics survey software and reviewed by our NPCC research partner, who subsequently distributed the survey through their contact network to all 43 police forces in England and

Wales. Forces were given the option of completing the survey independently or answering survey questions via a Microsoft Teams interview in order to improve the response rate and facilitate response accuracy. Survey respondents were provided with an information sheet and asked to consent to taking part in the research prior to commencing the survey.

Interviews and focus groups

All interviews and focus groups took a semi-structured approach, with a schedule of questions and prompts based on research questions, allowing for inquiry into any additional topics that arose. Interviews and focus groups with school staff and police were conducted remotely via Microsoft Teams. Pupil focus groups and participatory work were conducted in person at respective school sites. Audio recordings of all interviews and focus groups with school staff and police were transcribed prior to analysis.

All participants who consented to take part in the qualitative exploratory work received an information sheet and were required to return a signed consent form. Pupil participants were additionally required to have parental consent to take part in both the focus groups and participatory work.

Pupil endline survey

Questions on pupil identity (gender, ethnicity and disability) and opinions on having police work in schools were collected as part of the pupil endline survey (see Appendix D) to investigate the impact of being part of a minoritised group on the acceptability of PiCl.

Changes to methods after the feasibility study commenced

Once the feasibility study commenced, we made a few minor changes to our methods, including some additional interviews and focus groups with target participants and one joint interview with a council well-being lead and an independent PSHE consultant. These were added at the request of the police gatekeepers in order to gain further insight into the strategic underpinnings of the local programme. Additionally, due to the lack of naturally arising data from interviews and focus groups related to minority group status, we decided to include pupil endline survey data in our analysis to allow this aspect to be explored quantitatively.

Table 2. Feasibility study methods overview

Stage	Data collection methods	Participants and data sources	Data analysis method	Research questions addressed	Implementation and logic model relevance
1. Scoping practice	Individual interviews (semi-structured) Policy document review	Senior decision makers in five police forces Policy documents available from five forces	Thematic analysis Content analysis	RQ1, RQ2, RQ4	Intended intervention outcomes

2. Mapping police in schools	Survey	Police forces in England and Wales	Descriptive statistics	RQ1, RQ2,	Intervention inputs and context
3. Qualitative exploratory work	Focus group Interviews (semi-structured) Participatory activities Pupil endline survey	School police officers School staff involved in day-to-day operations School pupils School key decision makers School pupils	Thematic analysis	RQ1, RQ3, RQ4	Perceived mechanisms and intermediate outcomes

Analysis

Scoping interviews and policy documents were analysed using content analysis to summarise and compare police force purpose, main aims and processes for handling safeguarding, behaviour and offending in schools.

Mapping survey data was analysed on a per police force basis, meaning that where multiple responses were received from a single force, the most complete response was taken forward to analysis. Where multiple fully complete responses were received, researchers compared responses from each participant to ensure they were consistent. Occasionally, just one area of the force was being referred to rather than the whole force, and these responses were combined to give a comprehensive response.

Mapping survey data was analysed using descriptive statistics (counts and percentages) and calculated to describe key characteristics of PiCl across police forces, including details of the range of lesson topics delivered, year groups receiving lessons and who delivered PiCl, including their training, experience and the remit of their roles. Variations in delivery to schools within police forces were also compared.

Pupil survey endline data was used to analyse the impact of being part of a minoritised group on the acceptability of PiCl. Percentages of pupils who agreed, disagreed or were unsure about having police work in schools were compared across ethnicities, genders and disability status. Chi-squared tests of association were used to compare minoritised groups against the majority group to test for the statistical significance of differences. All survey data was analysed using IBM SPSS Statistics version 27.

In-depth interview and focus group data was analysed using a thematic approach (Braun and Clarke, 2006). An initial coding framework was developed based on research questions and the PiCl theory of change. This framework was then discussed and modified between researchers who had conducted the data collection prior to coding commencing. Interview and focus group transcripts were grouped according to participant and type of data collection (i.e. pupils, police officers, school staff interviews and school staff focus groups) and were coded in NVivo software (version 12.6.1.970). Four researchers coded the data, with at least two researchers coding within each group of transcripts to reduce bias. To ensure consistency, the first transcript

in each group was coded by two researchers, who then discussed their approaches and any differences of opinion as to how the data should be coded. Codes were then added inductively to the coding framework for each group of transcripts as coding progressed. Codes were discussed among the research team in a series of collaborative analysis sessions, following which key themes were constructed.

Timeline

Table 3. Timeline

Date	Activity
October 2023–December 2023	Scoping interviews
January 2024–July 2024	Mapping survey
February 2024–July 2024	Qualitative exploratory work

Findings

This section contains three parts. First, we describe the numbers and types of participants in the study based on the activities outlined above. Second, we present data from the mapping survey, which shows the extent of PiCl across England and Wales and situates this in the context of broader POLiS work. Third, we present the main findings of the study by answering each research question in turn.

Participation in the study

This section details the sample sizes and participation achieved for each of the data collection activities detailed above before the findings, as they relate to each research question, are presented below.

Scoping and mapping stages

Scoping interviews: as intended, we interviewed key POLiS decision makers in five police forces; 5/5 conducted PiCl as part (or the entirety) of their offer to schools.

Mapping survey: as intended, the mapping survey was distributed to all police forces in England and Wales via NPCC networks. 50 POLiS contacts from 31 forces in England and three forces in Wales (79%, 34/43 police forces) responded to the survey. Four forces were excluded from all analyses, as they did not identify as delivering PiCl.

In-depth stage

School police officers: as intended, focus groups were conducted in 10 police force areas that conducted PiCl. In total, 75 officers were involved.

Strategic decision-makers in schools: we conducted interviews with 15 school staff from 15 schools (across the intended 10 police forces) who were involved in decision-making regarding PiCl delivery at their schools.

School staff involved in day-to-day operations: we conducted nine focus groups with 23 school staff from 22 schools and one academy trust (across eight police forces – 80% of those intended) with those who were involved in decision-making regarding POLiS delivery at their schools.

School pupils: we conducted 14 focus groups with 74 school pupils (nine police forces – 90% of those intended).

Participatory activities: we conducted four participatory activity sessions with 37 pupils from four schools.

In total, we engaged with school staff and pupils from 38 schools and one representative from an academy trust (a group of schools). These schools varied in size and type, although all were mainstream secondary schools, except for one pupil referral unit. The schools included two boys' schools, two girls' schools and 27 mixed schools. The total number of pupils in each school ranged widely, from 101 to 1,923, as did the percentage of pupils eligible for free school meals, which ranged from 4.5% to 70.1%.

Table 4. Number of research participants for each research question

Research question	Key police in schools contacts	Key decision-makers in the police force	School police officers	Strategic decision-makers in schools	School staff involved in day-to-day operations	School pupils	Participatory activities
RQ1	30	5	75	15	23	74	
RQ2	30	5					
RQ3	30		75	15	23	74	37
RQ4	30		75	15	23	74	

Extent of PiCl in England and Wales

Information collected through our scoping exercise, in addition to knowledge gleaned from publicly available documents, identified that POLiS practice varies substantially among UK police force areas (see the full grid of police activities by police force in Appendix I).

In response to our question in the mapping survey, most police forces (91%, 29/32) felt that POLiS practice in their police force area could be described as PiCl. Approximately half of these (55%, 16/29) felt that this definition fit POLiS practice in their police force to a large extent, 41% (12/29) to some extent and 7% (2/29) to a small extent. Of the forces that felt POLiS practice could be described as PiCl, 52% (15/29) also felt that their practice could be described as PiCo. Only 9% (3/32) of police forces felt that neither definition fit POLiS practice in their police force area. However, after conducting more in-depth qualitative exploration of POLiS work with one of these forces, it was felt that the practice fit the PiCl definition well. Hence, for the purpose of this report, we have classified this one force as conducting PiCl, in addition to the 29 forces that answered that this was a good fit in the mapping survey, giving a total of 30 forces in England and Wales.

Answering the research questions (RQs 1–4)

RQ1: What is the nature of PiCl as it is currently implemented (business as usual/CO)?

What is the intended/perceived purpose of PiCl according to key stakeholders?

There was a strong emphasis from all five stakeholders on being child-focused and prioritising safeguarding and prevention over enforcement and criminalisation. In South Wales, where POLiS took the form of only PiCl, officers were reportedly working towards the overarching aims of prevention, intervention and protection (safeguarding). They did this through a core set of pre-planned lessons but noted that other issues – such as the sharing of indecent images, neglect or domestic abuse – may be covered if these were brought to their attention at particular times. Similarly, in Kent, where officers undertook both PiCl and PiCo, the intervention aims were designed around four Es: education, engagement, early intervention and enforcement. Again, the programme of work is school-led and based on needs, with a content basis in line with PSHE guidelines. All secondary schools in that force's area had an assigned police liaison lead responsible for ensuring a level of consistency in delivery.

London's Metropolitan police took a similar stance but operated via a slightly different structure. Each of the 32 boroughs had school officers managed by the borough and located within the neighbourhood policing structure. Their stated aims were to:

1. Provide positive engagement to build trust and confidence between the school community (pupils, school staff and parents) and the police
2. Improve safety and enhance safeguarding within the school and wider community
3. Develop prevention strategies to help pupils deal with risk and support victims of crime
4. Provide early intervention and diversion to promote positive pathways for pupils

What is the remit of PiCl?

The remit of PiCl was ascertained through our analysis of both scoping interviews and the mapping survey. It includes the format and requirements of the role and the policies that underpin it.

Most PiCl police forces (63%, 19/30) had dedicated schools staff, and some forces (17%, 5/30) also had other staff who conduct work in schools, whose remit is part of a wider, more general role. Some forces had dedicated school-based practitioners for whom school engagement was their exclusive remit, and within this, a few had specific education-only roles, whereby practitioners only delivered material in classroom and assembly settings. Most of the others, even if exclusively school-based, conducted other policing, safeguarding and liaison activities alongside their educational role.

In other forces, school engagement was only one part of their job, and practitioners had broader responsibilities outside of schools under the umbrella of child-centred policing, neighbourhood policing or response duties. Survey data suggests this was the case in 10/30 forces, where police working in schools only did so as part of a wider role, rather than having any dedicated schools staff. For example, where officers from neighbourhood teams were "named linked points of contact for every secondary school in the force area" (Police Key Decision-maker Interview 1) but were not wholly dedicated to the schools.

What topics and content does PiCl include?

Lessons delivered by PiCl police forces in the past academic year cover a wide range of topics (see Table 5). One force described having "a structured set of inputs, that [officers] would then deliver by way of lesson[s] … or assemblies, and then use time flexibly", and this combination of planned and reactive input was common across forces to different degrees.

In terms of specific content, sex, healthy relationships and gender-based abuse were the most commonly taught category of lesson topic across all forces (28/29), followed by weapons (27/29), exploitation (26/29) and behaviour (26/29).

Table 5. Lesson topics delivered by number and percentage of police in classrooms police forces

Topic	n	%	Topic	n	%	Topic	n	%
Healthy relationships and abuse	28	97%	Exploitation	26	90%	Drugs, alcohol and smoking	22	76%
Sexting	25	86%	Sexual exploitation	24	83%	Illegal drugs	21	72%
Sexual consent	24	83%	County lines	23	79%	Alcohol	17	59%
Safe relationships	21	72%	Organised crime	20	69%	New drugs	14	48%
Domestic violence	17	59%	Extremism	17	59%	Solvents	9	31%
Teen relationship abuse	15	52%	Grooming	1	3%	Tobacco/ smoking	9	31%
Stalking and harrassment	2	7%	Money mules	2	7%	Steroids	5	17%
Gender based abuse	1	3%				Nitrous oxide	1	3%
Female genital mutilation	1	3%	Online and phone safety	25	86%	Vaping	1	3%
Violence against women and girls	1	3%	Online safety	25	86%			
Inappropriate touching	1	3%	Cyber Crime	21	72%	Other crimes	22	76%
Honour based abuse	1	3%	Phones	16	55%	Consequences of crime	19	66%
Misogyny	1	3%				Car crime	4	14%
Up-skirting	1	3%	Other safety	25	86%	Fraud	2	7%
Spiking	1	3%	Personal safety	19	66%	Road traffic offences	1	3%
			Emergency services	11	38%	Malicious communications	1	3%
Weapons and violence	27	93%	Road safety	11	38%	E-scooters	1	3%
Knife crime	26	90%	Fire	10	34%			
Other weapons	15	52%	Outdoor safety	7	24%	Other topics	24	83%
Violence and assault	2	7%	Medicine safety	5	17%	Rights	17	59%
One punch	2	7%	General safety	2	7%	Careers	16	55%
BB guns	1	3%	First aid	1	3%	Traffic collisions	11	38%
			Halloween	1	3%	Stop and search	3	10%
Behaviour	26	90%	Harm	1	3%	Forensics	2	7%
Anti-social behaviour	24	83%	Water safety	1	3%	Purpose of the police	1	3%
Bullying	21	72%				Bystander action	1	3%
Cyber Bullying	21	72%				Joint enterprise	1	3%
Countering prejudice	16	55%						
Hate crime	3	10%						
Social media trends	1	3%						
Appropriate behaviour at school	1	3%						
Bonfire night behaviour	1	3%						

Who makes decisions about the purpose, content and delivery of PiCl, and what do they base these decisions on?

This raises the question of who decides what the lessons should include and what topics they should cover. The study suggests that these decisions are made collaboratively in most cases, involving the schools, their police officers and police force strategic leads. Generally speaking, police forces have lessons on a range of topics (often developed in-house or by PSHE subject consultants) and advise schools on current issues in their local areas. Schools then request lessons from the available topics and make decisions about the year groups and how frequently lessons are delivered, in discussion with their schools officer. However, the police are sometimes limited by available staff and resources. Regional school boards rarely play a role in decision-making on topics or the delivery of lessons.

Figure 1. Who is involved in making decisions on lesson topics, the number of lessons delivered and who these lessons are delivered to, by number of police in classrooms police forces who answered this question on the mapping survey (n=30)
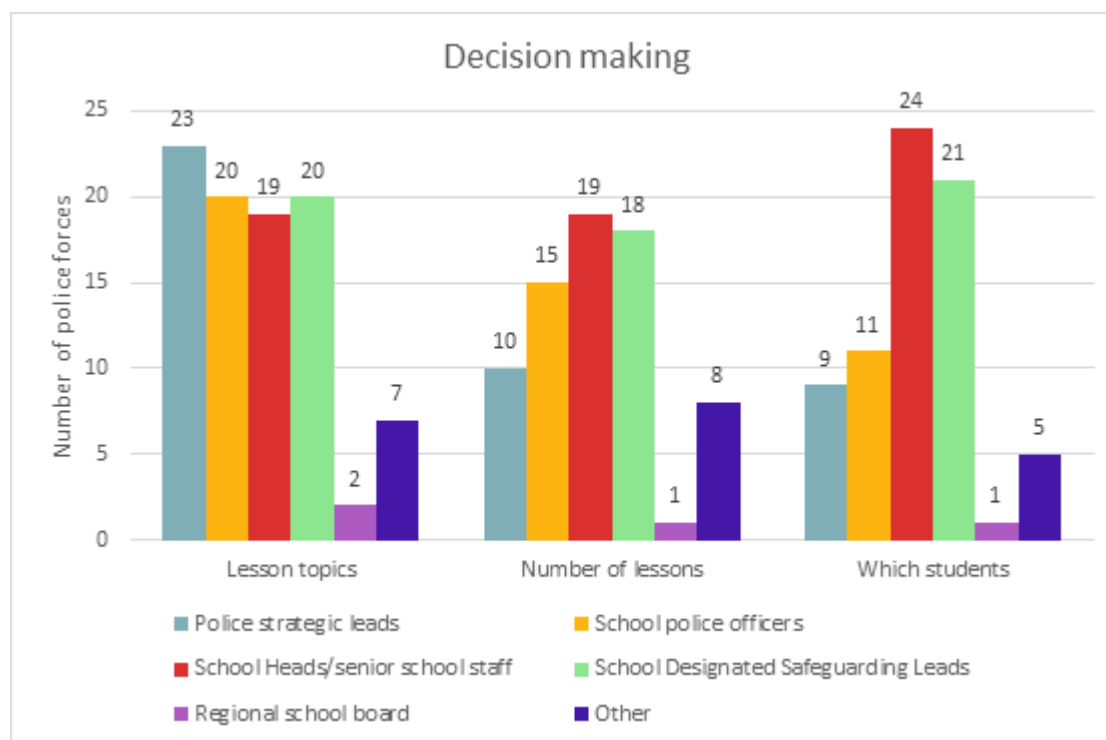
A scoping interview in one of the larger forces illustrates how the responsibility for designing the input was shared between officers in different divisions of the police, in negotiation with the schools themselves.

> *"Each of those areas has schools officers that are managed and sort of owned by the borough that may sit within. And then in the centre of the [force], there's a small team of officers [who are] a school's team, who kind of lead on the school's policy and sort of overarching, managing those officers. It's slightly complicated by the fact that the area owns them, so the area makes the final decision on what those officers do". (*Police key decision-maker Interview 3*)*

> *"And it will be for that kind of negotiation to work between the schools officer and that school as to what's appropriate and what we're going to do or not do".* (Police key decision-maker interview 3)

Similarly, a survey respondent from another force described how work is led by the schools and the issues they were dealing with, as well as which pupils to target:

> *"We decide with DSLs which lessons are required [for] which ages and how large the audience is to be". (*Mapping survey)*

How is PiCl delivered?

Practitioners delivering PiCl

PiCl delivery was conducted by an array of police practitioners, including police constables, police community support officers (PCSOs) and civilian police operatives. Practitioners had varying levels of training and education qualifications, although most forces surveyed had relatively low minimum experience requirements. Typically, practitioners needed to be out of their probationary period and in receipt of fairly light-touch training, such as a one-day public speaking, teaching or working with children workshop and/or observing more experienced colleagues in schools. Some forces prioritised placing practitioners with

teaching qualifications into a school-based role, and others provided opportunities for formal education qualifications to be achieved within the role.

The majority (80%, 24/30) of police forces required either all (17/30) or some (7/30) of their staff working in schools to have specific training to do this work. The level of training largely depended on the role being conducted. For example, PCSOs were less likely to be required to undergo formal training than police constables (PCs). Some forces required staff to have formal teaching qualifications, and those delivering PSHE materials would generally have been trained in how to deliver this specific content. In Wales, all officers received an initial six weeks of mentoring from an assigned school police officer. Training in restorative approaches and trauma-informed practice was mentioned by some forces whose officers had an additional remit beyond the classroom. Roughly half of PiCl forces (47%, 14/30) required all staff in schools to have a minimum amount of experience, although in a small number of forces (4/30), some roles required a minimum amount of experience and others did not. In most forces, the minimum amount of experience required is having completed probation, although some forces require four years' experience as a police officer as a minimum.

Pupils receiving PiCl

PiCl in its generic form (rather than the specific PSHE curriculum) is delivered across all year groups, although there was evidence of strategic targeting of input. As Figure 2 below shows, there is an overall emphasis on younger year groups, and some forces reported focusing their efforts on key transitions for pupils. For example, in Surrey, it was thought that pupils making the transition into secondary school (Years 6–7) are a key age group to target. Similarly, a pupil in A&S explained why personal safety lessons might be helpful for pupils at this and other points when their independence is growing:

> "Yeah, a lot of our [lessons] were like about being out and about because obviously we're at that age where we're allowed to be out and about all the time on our own with our mates and stuff, and there'll be things that have a possibility of happening. So, ours were mostly about that and what to do in that situation and whether what you did in that situation was right or wrong and if you were as bad as the person [who] did that in that situation, if that makes sense. And … it relates to when you're moving to secondary [school], … some people, because their parents have got work, they might start taking the bus, and they might have never took the bus before, and like, you need to hear the safeties of taking a bus … even though it doesn't sound that much, but sometimes stuff can happen. And how you start like going out a lot and that. Because as soon as you hit secondary, that's when you start to go out a bit and [become] more independent". (Pupil focus group 3)

There were also instances of topics being taught across different age groups with adaptations to the nature of the lesson content to tailor it appropriately.

> "Like, say you're in like reception, you wouldn't understand anything, like you'd probably understand one or two things that are really childish, like stranger danger; that's the only thing I understood when I was younger. But when you get to like Key Stage 2, then you start to understand more, but then Key Stage 3 is where you get stuff that's quite like in the middle, like … but when you're in Key Stage 4, you get like stuff that's really, really important". (Pupil focus group 3)

> "You know, you can plan your academic year, which is great, you know, and you … you tend to plan things that are sort of age appropriate, so you know, our sixth form, our police liaison officer will come in to do … you know, work with them about, you know, their new drivers and, you know … and

not drinking alcohol or taking drugs and being responsible for a car, and there are some quite graphic videos that upsets a lot of pupils, but it hits home pretty quickly, you know. So, you've got all of that that you've already got in place because you know they're age-appropriate". (School staff focus group 2*)*

Figure 2. Percentage of police in classrooms police forces who deliver topics by year group (not all police forces gave year groups to whom the topics are delivered)
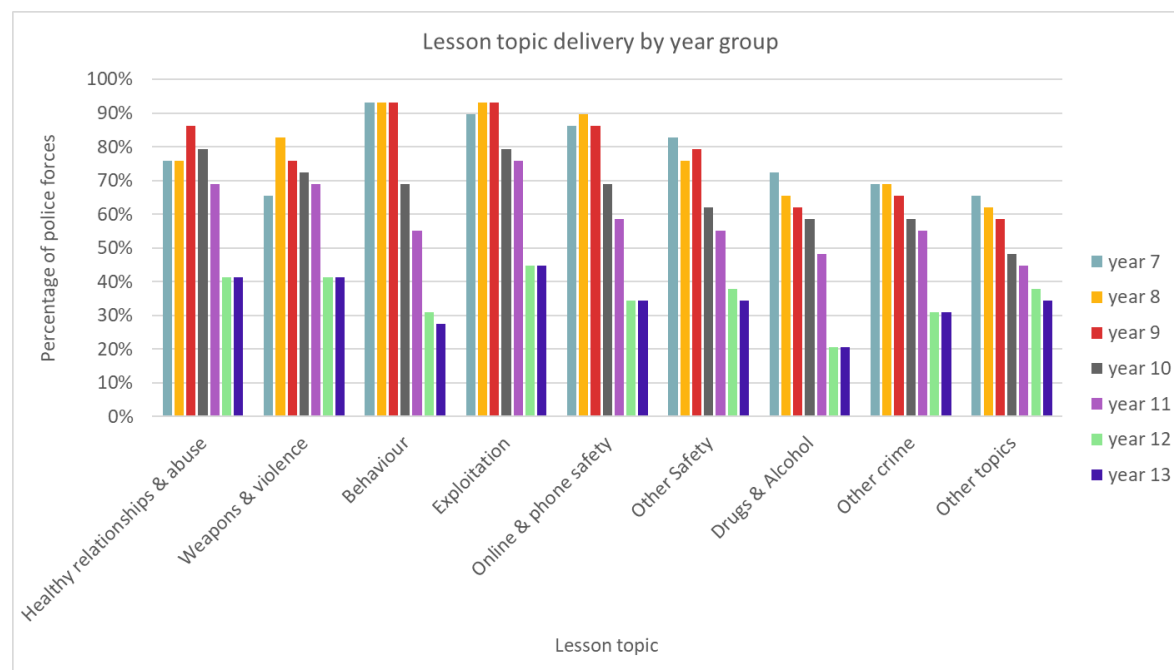
How much is delivered and how frequently?

The amount and frequency of lesson delivery varied, although most schools receiving PiCl would have a number of lessons booked throughout the year and tried to visit all schools at least on a termly basis.

> *"So, we have a school calendar in which we will arrange PSHE immersion sessions. And so, what we try to do is, at least once a half term, that he will come in and speak to our students at key points. So, we've already got those in the diary".* (School staff interview 5)

> *"I try [to] go [to] every one of my schools every term because I want them to see me regularly".* (Police focus group 4*)*

In some forces, the police would visit more frequently, although this was to provide support to the school more generally than lesson delivery.

> *"And I think it … the fact that she is based in school one day a week is … is a huge step forward from where we were. But she's constantly contactable. I mean, I can ring her two or three times a week about a question. You know, she … she is available to me. But yeah, I would … I would have her more. I'd have her based here permanently. Not that we need her".* (School staff interview 16)

RQ2: How and to what extent does the nature of PiCl (CO) vary in England and Wales?

To what extent does the nature of PiCl vary between police force areas?

There was some variation between forces in terms of what topics the lessons covered and the pupil groups who received PiCl.

The majority of forces (59%, 17/29) gave details of lesson topics taught across a wide range of topics, including content from all nine lesson categories listed in Table 5. Ten forces (34%, 10/29) taught lessons covering topics included in between 5 and 8 of these categories, the most frequently excluded being lessons on drugs, alcohol and smoking. Two forces (7%, 2/29) only taught lessons included in two categories – either drugs, alcohol and smoking and healthy relationships and abuse, or topics within the 'other safety' or 'other topics' categories.

The majority (61%, 17/28) of PiCl forces that provided information on year groups delivered lessons to all seven secondary school year groups, and 25% (7/28) delivered PiCl to all except for Years 12 and 13. A further four forces (15%, 4/28) were delivered to younger year groups only (i.e. Years 7, 8 or 9).

To what extent does PiCl vary between different schools?

There was also some variation between what schools within the forces received. Lesson topics were reported to vary between schools in most forces (87%, 26/30), and only 13% (4/30) claimed that all schools within the force's area received lessons on the same topics. This appears to have been due to the discretion of schools, which would choose lesson topics based on what they felt was relevant, topical (see the section on decision-making above) or aligned with the ethos of their school. For example, one police force spoke about limiting the topics delivered to suit what the school felt was acceptable for its pupils.

> *"One school that's a faith school that doesn't … doesn't feel that our key messages hit their … what they can teach. So, what I do with that school is I do road safety, and I do … and we talk about the police service, so even that school, we've been able to come up with an agreement where I come in, and we don't talk about domestic abuse, and children don't access the internet, so again, it's just about being respectful and going in there". (* Police focus group 9*)*

Most forces had a core set of lessons that would be delivered as a universal offer, although the option of receiving additional lessons was also available at the school's request.

> *"The programme, as it currently stands, is that all children in [region] get the exact same lessons. So, we learn the lessons; we've got a lesson plan; we learn it so every child gets the same message; we're not deviating from that. I think it's important that we know that a child in schools down in [distant town], they're getting exactly the same message as the children in [local area] here, where … where I am". (*Police focus group 4*)*

The number of lessons (relative to school size) was also reported to vary between schools in the majority of forces (87%, 26/30). And some schools would see their schools officer more frequently simply by virtue of the officer having more pupils to deliver lessons to.

> *"And obviously, you've got some schools that are bigger than others, so some will see me two or three times a term because it's a bigger school, so I need to go in more often. The more … the smaller schools, the village schools, I will spread … because obviously I spend a day there, so I cover like different age groups in that day, so then I make sure I go in at least once a term so that they see me several times a year". (* Police focus group 4*)*

How closely does the PSHE model of PiCl compare to more generic PiCl practice?

The PSHE model is more narrowly defined than generic PiCl practice in that it focuses on a limited number of topics that are prescribed to specific age groups. This makes it more structured and rigid than the type of

provision that is apparent in some forces and schools, which appears very tailored to both the schools' general needs and their needs at specific points in time (e.g. where the incidence of sexting increases or concerns about online exploitation are heightened). The more common formulation of PiCl (i.e. PiCl CO) covers a broader range of topics that are available across a wider range of ages, albeit tailored to be age-appropriate (e.g. School Beat Cymru has lessons on drugs for each year group in Key Stages 3 and 4). Notably, some topics that seem popular across generic practice are absent from the PSHE provision. These include sexting and sexual consent, which are very commonly delivered in schools by police but are not included in the PSHE lesson set tested here, as the PSHE Association does not consider police officers to be the best deliverers of material on such topics on the grounds that they wish to avoid a singular focus on legal consequences.

The range of delivery methods that are provided within the PSHE model was seen as a key benefit of the PSHE lesson model.

> *"So there'd be, like, a lot of different ways that we can get them thinking about these things, and delivering back to us, or together. You know, team working, pair working, that kind of thing, or individuals. Consequences of harm is the next one, where they've got a card sort activity, where they think about harmful offences and, like, the maximum sentences. So, they're all kind of, like, the same. So, you've got your introduction, your activities in the middle that you go through with young people, and we've made it so you can kind of adjust it as well to the audience."*

However, some school staff considered that the resources felt a bit generic.

> *"I also notice that some of the resources that they used were like sort of like, you know, stock photos and just kind of very, I don't know, general like".* (School staff interview 2*)*

Being able to take a more flexible approach to lesson content, for example, adding in personal experience, current events or local context, was seen to facilitate pupil engagement in PiCl CO.

> *"I think I would like more of the real-world links. So, again, [police officer] is still very limited in the fact that because he's not a trained teacher, which I fully respect, the PSHE Association lessons are very, very relied upon, and a lot of those are made-up scenarios, and the problem is the kids know. They know it's made-up scenarios, so actually, they can still distance themselves. And those made-up scenarios are stuff that they would hear from me, and they know they would hear from me in a normal lesson. They need something that is different. That is, I guess, more about the police's actual experience of … like, [police officer] will discuss it, but it won't be on a PowerPoint, sort of thing. I think it needs to be a lesson that is based on, 'This is what is happening right now. This is what will happen from this' because they really enjoy knowing that real-life stuff that they can actually associate with".* (School staff focus group 1*)*

The PSHE PiCl model is specific in its training and guidance that such personal or lived experience should not be drawn on so heavily by way of reference to real-world examples due to concerns that they may impede on the preventative design of the police-led PSHE lessons, instead risking becoming caught up in reactive delivery that may appear less structured and strategic. A school PSHE lead (school staff interview 15) shared similar concerns that affording officers too much space to improvise in their sessions could pose a threat to the successful delivery of statutory aspects of the PSHE programme, although equally many acknowledged that such real-world references tended to engage pupils by way of their perceived relevance.

RQ3: How acceptable is PiCl CO to pupils, schools and the police?

How does being part of a minoritised group and/or adverse past experiences with police impact the acceptability of PiCl CO among pupils, and what are school staff and police officers' perceptions of this?

No participants (professionals or pupils) raised the issue of whether being part of a minoritised group affected what pupils thought of having POLiS. However, during one of the participatory activities, and in some comments included in the pupil survey, pupils mentioned how police officers were seen as acting positively to address discriminatory behaviours perpetrated by others or being 'fair'. One pupil noted in the free text of the endline survey that they thought the police were doing good things at the school, including "Stop[ping] discrimination and help[ing improve] people's behaviour". Similarly, a pupil focus group participant said, "The police help to teach people about discrimination" (Bristol participatory activities group 4).

Some pupils voiced an awareness that police may not always treat people fairly; however, this was expressed as 'some officers' rather than applying to all police or their own school police officer.

> *"Some officers are unequal, but I've never met one". (Participatory activities group 6)*

> *"Some are unequal or follow stereotypes that are unfair". (Participatory activities group 6)*

However, there may be a racial dimension to the experiences pupils reported, and results from the pupil survey provide pupils with a more anonymous way of sharing their experiences. These suggest that having police in school may be more acceptable to White pupils than to pupils who are Black and or from some other ethnic minorities (see Figure 3).

Figure 3. Percentage of pupils who agreed, disagreed or were unsure about having a police officer in school, grouped by ethnicity, endline survey data
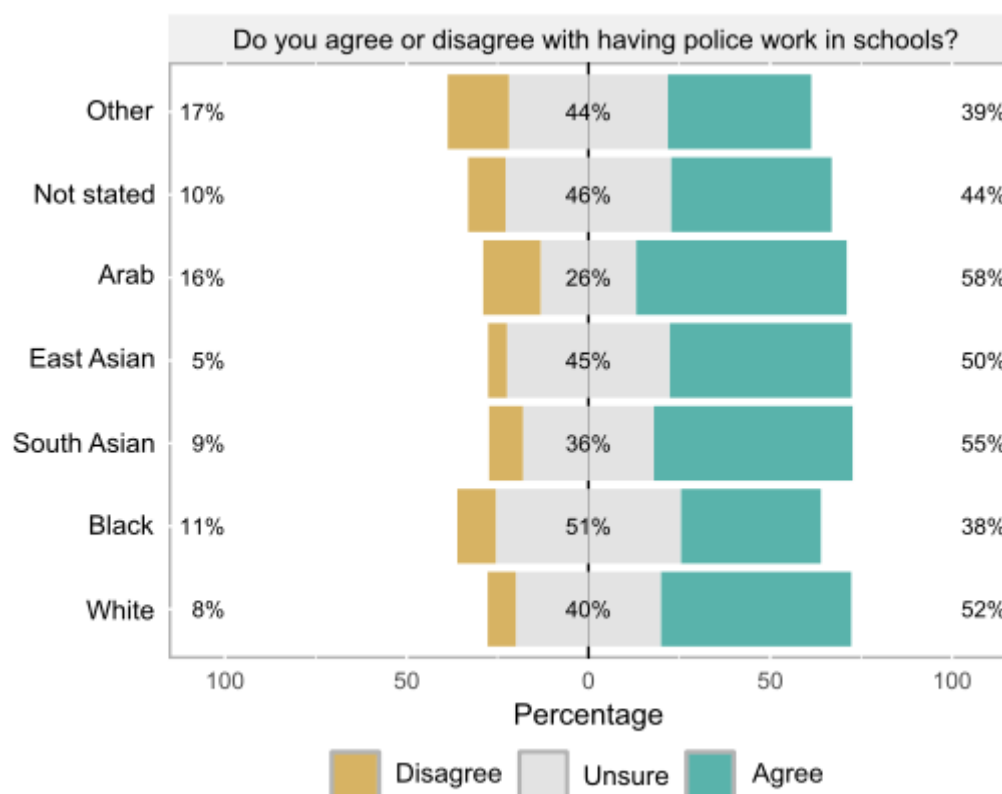
The majority (51%, 53/104) of Black pupils felt unsure about having POLiS. Whereas over 50% of pupils from all other ethnicities agreed with having an officer in school, fewer (38.5%, 40/104) Black pupils agreed. Opinions of Black pupils were significantly different to those of White pupils (X^2 (2, N=1621)=7.490, p=0.024).

Opinions also varied by gender (see Figure 4) and disability status (see Figure 5) (although the gender results should be interpreted with caution due to very small sample sizes for minority identities).

Figure 4. Percentage of pupils who agreed, disagreed or were unsure about having a police officer in school, grouped by gender, endline pupil survey
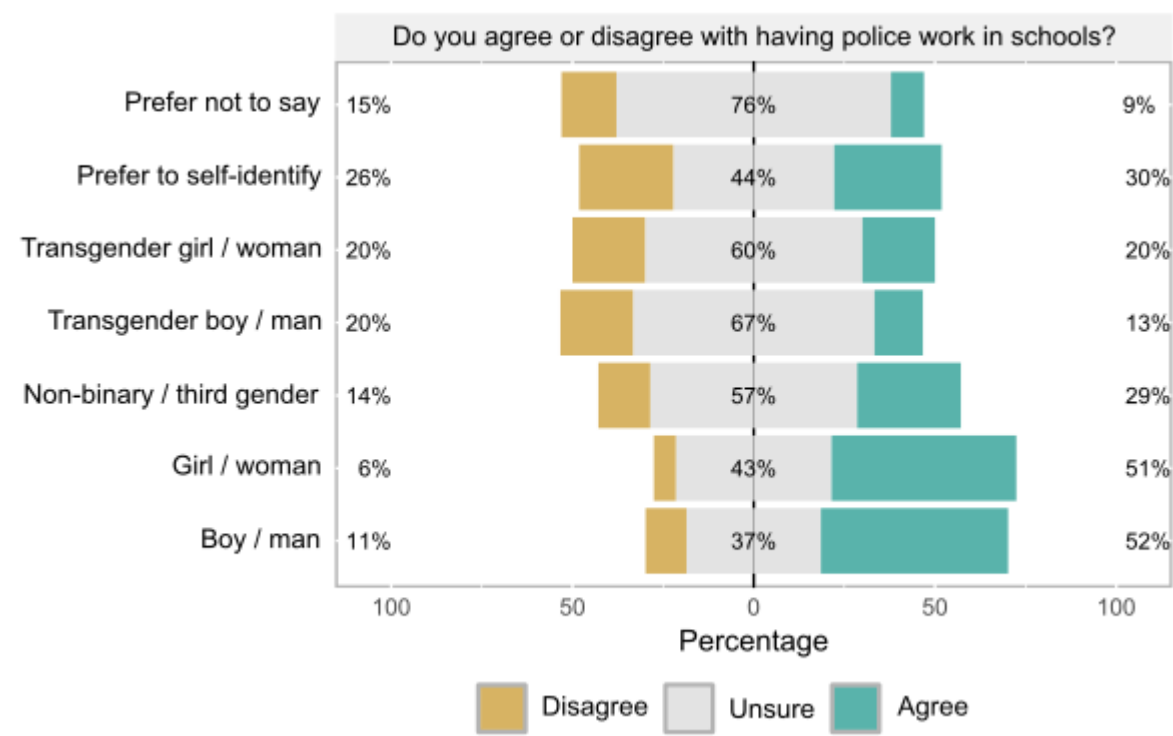
Figure 5. Percentage of pupils who agreed, disagreed or were unsure about having a police officer in school, grouped by whether or not the pupil identified as having a disability, endline pupil survey
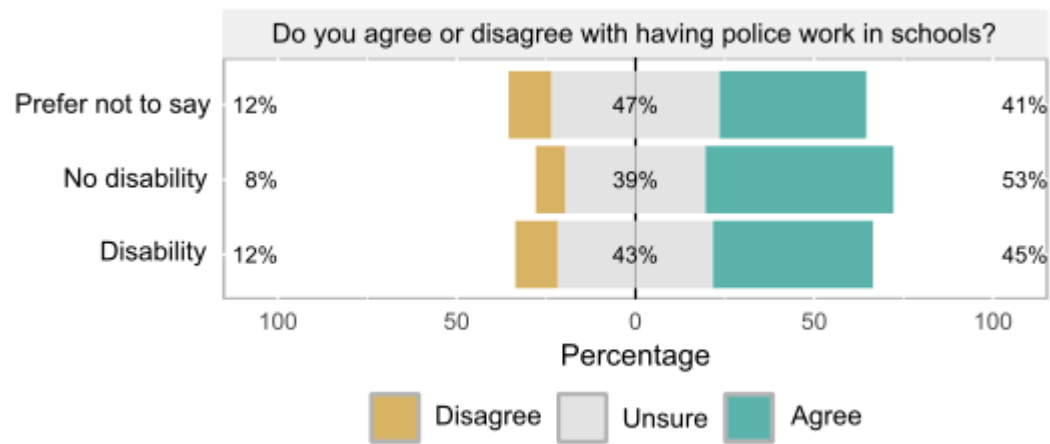
Adverse past experiences with police

There was also little reference to pupils having had adverse past experiences. However, one DSL discussed how a pupil who had experienced previous police involvement with a family member had negative feelings

towards the schools officer as a result but that the officer was taking the opportunity through school engagement to rebuild the pupil's trust in the police.

> *"And it's sort of a bit of a fight going on, but, you know, it's good that they see them in a positive role because I've had a young girl that I work very closely with through domestic violence and lots of stuff going on at home who's very anti the police. Not for her own … [problems] that she's had, but she's witnessed a lot going on in the house, where the police have had to come in and take [her] stepdad away and whatever. So, she sees it as … very negative. So, she was very, 'I'm not talking to the police, hate the police,' blah, blah, blah, blah, blah. And we've built on that, and gradually, [officer's name] has built that relationship with her now, and … she's seeing police in a different light and that they're not just there as a negative".* (School staff focus group 1)

One pupil expressed mixed sentiments about having a police officer visibly present in school by virtue of the police wearing their uniform. On one hand, they felt it was positive, as they could identify who the person was; on the other, they related feeling intimidated and that sometimes, past experiences could lead to feeling uncomfortable in the officer's presence.

> *"I don't know, like for me it's a good thing because I can, like, tell that he's not just a random person in the school, especially, like, if you're new to the school, you'd be thinking, 'Who's this man walking around?' But like, sometimes with some people, based on experiences, it can be a bit intimidating. Like, especially if something's happened that … I know, for example, that there's been a few times where I've had encounters with, like, situations where I wouldn't really want to be around him because sometimes people kind of stereotype it. So, it can be quite, like, an intimidating person to be around, especially in uniform".* (Pupil focus group 7)

Do other factors (e.g. school type and local area context) play a role in the acceptability of PiCl?

Reputational factors and parental perceptions had a bearing on schools' decisions to accept the polices' offer to attend their school. This issue was discussed by officers in the focus groups, along with more prosaic issues, such as the impact on the parking situation of officers attending schools.

> *"I mean, some schools welcome you with open arms and become very demanding of your time and resources, whereas other schools are very much kind of, 'No, we don't want you in our school. Please don't lower the tone by having a uniform in my school unless I really want you because the parking outside is a pain in the backside'".* (Police focus group 2)

A participant in another focus group elaborated further on what they saw as the school's perspective on the reputational risks of police officers being on site.

> *"The reluctance, I guess, with that is, as I said earlier, that some students will go home and go, 'Oh, police are in again', and parents will go, 'Oh, Christ, the behaviour is terrible' because it's not. It's a relatively nice area, and behaviour is pretty strict here – we've got pretty strong standards. So, it's more like actually, we're trying to embed the police in our community rather than like, crikey, we need the police to come in and help us out".* (School staff interview 15)

One way this could be ameliorated, according to a head teacher in one school, is having groups of schools receiving police input together. They felt that the perceptions of schools not being singled out may mitigate the reputational impacts described above. This points to the better acceptability of a universal rather than a targeted offer by the police.

"I think we were fortunate in that, initially, a lot of the local schools signed up for it; so, therefore, the parents were, 'Oh, yeah, each school's got a police officer now, okay, fine'. So, it didn't really … didn't reflect badly on any one school". (School staff interview 8)

However, even if it were to be a targeted offer based on perceived need, there was a growing recognition that having a police officer in schools may be a helpful treatment for, rather than a symptom of, risks to the community and the school:

"Our parents are usually very well aware of what's going on in the community, [and], obviously, don't want that for their children … I think initially we're all a bit, 'Oh my gosh, if a school needs a police officer, that can't be good'. However, I think it's very open and transparent that schools accept the need [for police in schools] because of the way the world is turning right now and what's happening in the local community. And I think it's a strength to accept that support for the best interest of the child". (School staff interview 9)

Are there particular aspects of the nature of PiCl that make the intervention more or less acceptable?

Local relevance

Including reference to events in local areas during the lessons was seen to make sessions more engaging and interesting for pupils.

"Yeah, when the young people have got a police officer in front of them talking about drugs and county lines, and they're talking about, you know, the information where they've made an arrest down at the local train station or the local high street, it does make the children sit up and listen because what we need to get across is that this is happening on their doorstep and how susceptible they may be to be involved in this rather than, 'Oh, it happens in London, happens in Manchester and Birmingham, so we're all safe'". (School staff interview 9)

This approach was also perceived to be more impactful, as it made pupils realise that what was being discussed happens in their community and is relevant to them.

"So, when they are talking about local crime, it's very factual and has a beneficial impact on young people, rather than talking generics and [unintentionally implying that] these kind of things don't ever happen in [the local community], when absolutely they do". (School staff interview 9)

Even though pupils preferred locally relevant scenarios, officers noted being aware of anonymity when selecting examples in sessions and avoiding examples where individuals might be identified.

Teaching skills

Police officers who deliver classroom lessons may not have the same teaching skills as a qualified teacher, which was recognised by pupils, who noticed a deficit in the quality of lessons compared to those planned and delivered by teachers. One pupil, in Pupil focus group 1, commented, "[The police officer's] not a teacher, so he doesn't really know how to make a lesson structured well". Police engagement in classrooms was also felt to sometimes interfere with statutory PSHE directives because pupils could derail sessions with questions that shifted the sessions away from the curriculum. Officers were not always able to get back on track because they did not have the teaching and classroom management skills of teachers.

"You know, [the police officers], they're not teachers. So, they kind of rock up, and I'm like, 'Okay, this is what we need to say', and then they'll go off and do whatever they want to do, and they don't really want to prepare a presentation. They want to listen and talk and answer questions, which is great from a kid's perspective because they're like, 'Oh, brilliant, we're just going to ask questions to police officers for an hour'. From a PSHE perspective, sometimes it's a little bit frustrating because we need to hit this, you know, this has to be said, this has to be said, this has to be said. And, you know, a Year 8 boy is asking, 'What happens if someone punches me, and I punch them back in the throat, and I know karate, and they die?' You know, all this rubbish". (School staff interview 15)

Police expertise and experience

On the other hand, pupils valued the knowledge and experience of the police, which was apparent in their ability to answer their questions immediately. This was contrasted with teachers, who would often have to go away and find answers to questions.

"And it's like when the teachers teach it, if you ask them something, they … they don't really know. 'Oh, I'll have to … I'll just have to research that for you and let you know'. Whereas the police officer sort of is already, like, educated on it". (Pupil focus group 1)

This ability to draw on experience and answer questions immediately cemented their legitimacy as experts in crime and the law and gave weight to the messaging of the lessons. Pupils valued the authenticity of having someone with first-hand experience delivering lessons, which facilitated engagement. Instead of "the teacher just reading it off the board" (pupil focus group 2), pupils felt having the officer deliver lessons was a chance "to talk with professionals instead of someone that hasn't really experienced it" (pupil focus group 5).

Alignment with school values

Schools welcomed officers who were able to adapt their lessons to demonstrate their messages in the context of what they described as school values. The following example from a DSL illustrates how a police officer's lessons reinforced that school's core values of 'Ready, Respectful, Safe, Aspirational' through practical examples and interactive discussions. It emphasises the officer's approach, particularly in addressing safety concerns and challenging pupils' misconceptions about confronting dangerous situations. The DSL also notes how the officer's presence and behaviour exhibit respect and inspire aspirations among pupils.

"Our general ethos of the school, our students know that our four words we've got are Ready, Respectful, Safe, Aspirational. So, actually, bringing in the police, you know, when [the officer] was doing [a session on] knife crime, he linked it very much into safety, which was brilliant. It was taking our ethos a slightly different way, but it was great. He was particularly … he asked all the students in Year 9, 'Oh, if you saw someone with a knife, what would you do?' And a load of the boys were, like, 'Oh yeah, we'd chase him', 'we'd tackle him', 'we'd do this'. And he went, 'I'm in full body armour, and I wouldn't do that, so why would you?' And it's about actually how they're approaching things in school and outside. The aspirational side of things, like I said, they all want to join the police when he comes in because they love the uniform. Respect is a big one because that filters into all of the lessons, whether that is delivered by me or delivered by [the police officer]. Again, I think the fact that he … he shows respect to the students when he is in, and he mimics myself with that". (School staff focus group 1)

RQ4: Logic model development

Are there any elements, mechanisms or intended/unintended outcomes missing from the pre-trial logic model and theory of change?

Stakeholders' perceptions of how PiCl operates informed the further development of the pre-trial logic model by informing additions, deletions and modifications highlighted in Figure 6 (updated logic model).

Recruitment of police officers (new intervention component added)

The recruitment of police officers was considered to be a key intervention component missing from the pre-trial logic model, so it has been added to the updated logic model presented below. Recruitment is important because of the non-standard nature of the PiCl role. One DSL noted, "It's quite a specialist role … going into a school" (school staff focus group 3), and there was a general sense that this may not align with traditional expectations of what a police officer's role would involve.

New recruits, who may not have envisaged such a role, were sometimes uncomfortable with the prospect of public speaking and, especially, delivering lessons to teenagers. It was suggested that this may impact the quality of delivery, as these practitioners may lack enthusiasm for the role.

> *"I've got a history of teaching, so it was never a problem for me. But I've got quite young PCSOs coming through now [saying], 'What do you mean I've got to go into school?' and absolutely panicking. And that's not going to provide a good level of service for the schools, especially if you've got children [who] haven't got good relationships with the police".* (Police focus group 2)

> *"You have to have a willingness, I think, to … to be interested in young people and engage with them and try and make a difference, and that sounds a bit corny, but definitely, you need to be keen to want to make a difference with young people".* (Police focus group 8)

Recruitment was achieved either by application or by selection. When candidates were required to apply for a school role, a competitive selection process would afford the police the ability to select candidates based on skills and experience. As one officer explained, this might include previous experience of teaching or engaging with young people in other ways, and it would also focus on a candidates' enthusiasm for the role.

> *"So, they've had to apply for the role, and we'd be looking for certain skill sets, having worked with youths, etc. … But because, as you can see, they're incredibly passionate about what they do and … it just oozes out, doesn't it?"* (Police focus group 9)

However, a lack of resources in certain (particularly rural) areas may mean that a competitive application process is not always feasible, and in these cases, officers may be instructed to do school delivery by their superiors. This was the case for one officer (police focus group 2), who had been in post for around three years, who "came in to do the schools because we get told to."

Moreover, having the skills, experience and motivation may not necessarily align. Officers may be selected for a school role based on their teaching experience from previous jobs, although their career move away from teaching may be an indication of a lack of enthusiasm for that role:

> *"I've been in [the police] for 17 years, and [in] my previous life, I was a schoolteacher, so I tend to get lumped with everything school … school-related. I don't mind. I'll do reception all the way through to*

secondary and sixth form and whatnot. So, yeah, quite a lot of time spent in schools for me". (Police focus group 2)

Equally, those who are not enthused initially may come to find a passion for the role through doing it.

"I've been a police officer for four years now. I've been in neighbourhoods for just over a year. And, yeah, nobody else goes into school, so I do it. But, you know, I do quite enjoy it, but it is a big old job to do, to be fair". (Police focus group 2)

Teaching skills vs policing experience (minor amendment to the description/title of the mechanism)

As noted above, along with teaching skills, the officers' experience and status had a bearing on perceived success. While officers typically lacked the classroom skills of qualified teachers, they could often compensate in other ways. As such, the delivery of key messages and lesson outcomes was recognised to be what mattered, and this had as much to do with the status of who was delivering it as the means of transmission or even the content itself.

"You know, I could read out the same statistics as the DSL, but somebody in a uniform that's dealing with it and arresting people for it, it just makes the children sit up and listen. It's like, if I have … an ex-gang member come in, their stories are very powerful, and that's real life for young people. I could deliver the same information, [but] I'm standing there in a suit in front of these people. They're not going to believe what I'm saying because what do I know?" (School staff interview 9)

While the suggestion is not that officers use their lived experience to tell powerful stories in the same way as outlined in the above interview excerpt, and the PSHE Association does not recognise this as good practice, school staff recognised that officers could deliver information and content in more impactful ways by virtue of their perceived knowledge and experience. Hence, the enabling context is better expressed to include knowledge rather than skills as follows, "The officer has the requisite experience and knowledge to deliver high-quality sessions". This was seen as making things more real and, hence, more engaging to pupils.

Clearly defined role (minor amendment to the description/title of the mechanism)

Rather than a purely educational role, officers delivering PiCl will also usually have some form of safeguarding responsibilities, either while they are in the school or, additionally, as a first point of contact when not on-site. Hence, the clarity of the officers' safeguarding role within the school is also deemed an important part of the intervention. The remit of schools officers' safeguarding role varies between forces, and this is often a blended role between delivering PiCl lessons and other responsibilities in schools.

Availability after the lesson (minor amendment to the description/title of the mechanism)

Although pupils can ask questions during lessons, there may be more private matters that pupils would want to discuss with police officers. Sometimes, the only opportunity that pupils have to speak to police officers is directly at the end of lessons/presentations, which was seen by one DSL as insufficient.

"No, they … there is no opportunity for them to build the relationship with the children and with families that they need to at all. We always have a couple of students who, at the end of a police presentation on whatever subject, we always have a few students who like to hang back and talk to the policeman, but that tells me that, therefore, we're lacking in something". (School staff focus group 7)

Follow-up time or an opportunity for the officer to be able to pick up on issues arising after the sessions was seen as important. Including the police officer in this context and mechanism within the logic model was hence felt to be an important modification.

Removal of negative processes (element removed)

Further to the above additions and modifications, two elements of the pre-trial logic model have also been removed. No evidence was found to support the unintended negative process of the "Awareness of risks or consequences makes pupils fearful", nor its resulting subsequent process "Pupils less likely to disclose being involved in or victims of crime [or] seek advice and support".

What are the perceived contexts within which PiCl operates, and how might these impact intervention activities, mechanisms and outcomes (e.g. race or minority status, school type and local context)?

Several key contexts were raised by stakeholders as being perceived to affect intervention activities, mechanisms and outcomes. These included school willingness and capacity, police force resources and priorities, emerging trends and local issues, and pupil minority status or past negative experiences.

School willingness and capacity

The reticence of some schools to teach certain topics or the preference for school staff to deliver topics instead of police officers limits the breadth of content delivered by POLiS and, hence, the potential learning outcomes. As such, the schools' willingness and capacity to engage in PiCl is an important context; it is difficult to envisage success without it.

Police force resources and priorities

Police resources dictate the number of lessons they are able to deliver in schools and the number of schools they are able to work in. In some cases, the demand exceeded what was possible to deliver, especially in larger schools.

> *"I've got 1,600 pupils at [school]. You know, if I [were] going to do individual classes for, you know, stuff that's come out, whether it be drug-related or whatever, I'd be there half the year ... I think we're all struggling at the moment to do what we're doing, and, yeah, it's not going to get any better anytime soon".* (Police focus group 2)

Issues such as staff turnover and the availability of officers also seemed to affect how PiCl was received, and instances where officers had to focus their attention elsewhere for periods of time proved disruptive for the schools.

> *"In terms of officers' roles, they're often pulled away from the [school role]. Even on a short-term posting or longer term, it does feel like we don't get a lot of consistency, and it's not that sort of specialist or niche role within the police".* (School staff interview 11)

Emerging trends and local issues

Being able to respond to emerging trends, with lessons addressing those specific topics, and target younger age groups, facilitates earlier intervention, allowing pupils to better understand risk and make more informed choices.

"For example, we've identified now that some pupils in Year 11 seem to be, you know, consuming alcohol. It's come back in one of the health questionnaires that we've put out. So, what we want to do next year or before the end of this academic year, we want to get the police in to target the … the younger pupils regarding alcohol because obviously by Year 10, it may be a bit late to deliver that, you know?" (School staff interview 3)

Being able to respond directly to social media trends increases the relevance of lessons to pupils at the time because the topics can be designed accordingly. This may also conceivably mean that lessons are more engaging for pupils, facilitating learning outcomes.

"And I think as well, and she's really good at this, but being responsive to changes. I think we've seen huge changes in society and in what's acceptable behaviour and TikTok and risk taking, and I think all of us, perhaps, as educators, certainly I feel it, that I'm sometimes playing catchup because I don't know what the next TikTok trend's going to be". (School staff focus group 2)

Pupil minority status or past negative experiences with police

It is possible that minority status may pose either a barrier or a facilitator to pupil engagement with lessons, depending on whether police presence is more or less acceptable. If pupils are not comfortable with police in the school, whether related to minority status or past experience, this may mean the intervention is more likely to follow the negative unintended process pathway than to activate the positive hypothesised pathways.

Figure 6. Updated police in classrooms logic model

KEY:
- Intervention components
- Enabling context
- Unintended negative process
- Context and mechanism
- Context and intermediate outcome
- Mechanism
- Intermediate outcome
- Outcome
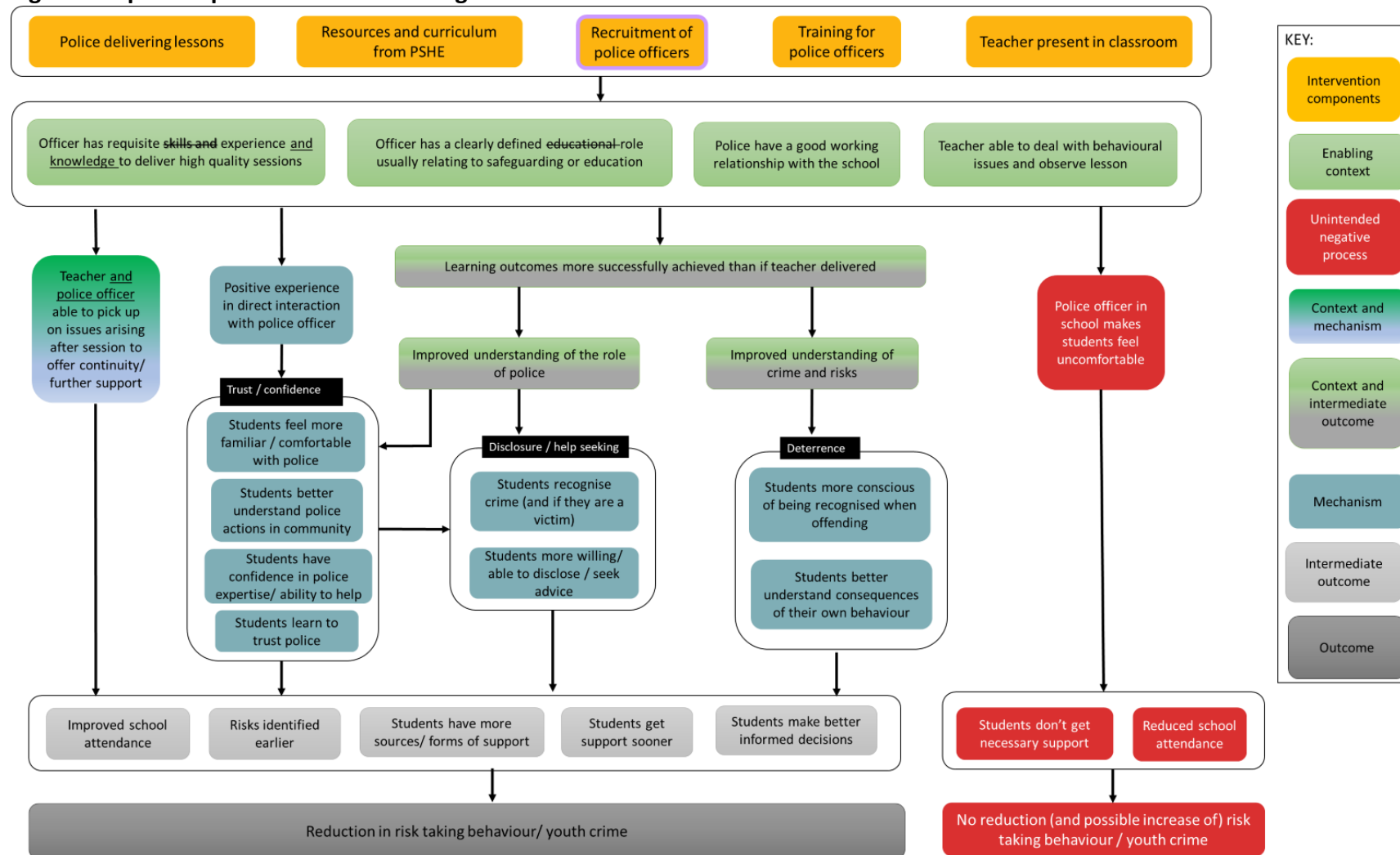
Conclusion – feasibility study

Table 6: Summary of feasibility study findings

Research question	Finding

RQ1: What is the nature of police in classrooms (PiCl) as it is currently implemented (business as usual/current operations [CO])?
 	
 a. What is the intended/perceived purpose of PiCl according to key stakeholders?
 b. What is the remit of PiCl?
 c. Who makes decisions about the purpose, content and delivery of PiCl, and what do they base these decisions on?
 d. What topics and content does PiCl include?
 e. How is PiCl delivered? – broken down below:
   i. Who delivers PiCl?
   ii. Who receives PiCl?
   iii. How much is delivered and how frequently?
	RQ1a. The purpose of PiCl, according to key stakeholders, was prevention, intervention and safeguarding. There was a strong emphasis on PiCl being child-focused and prioritising safeguarding and prevention over enforcement and criminalisation.
	
	 RQ1b. Some forces had dedicated school-based practitioners for whom school engagement was their exclusive remit, and within this, a few had specific education-only roles, whereby practitioners only delivered material in classroom and assembly settings. Most others, even if exclusively school-based, conducted other policing, safeguarding and liaison activities alongside their educational role.
	
	 RQ1c. Police forces and schools made joint decisions about content and delivery based on local trends, curriculum requirements, needs of the school and the availability of police. However, the ultimate decision on whether the police officer attended or not was made by the school.
	
	 RQ1d. Topics and content were broad; the most commonly delivered topics across all forces could be categorised as sex, healthy relationships and gender-based abuse, followed by weapons, exploitation and behaviour.
	
	 RQ1ei. PiCl is mostly delivered by police officers or police community support officers who have passed their probation and have had specific training in lesson delivery.
	
	 RQ1eii. Pupils across all secondary school age groups from all school types (mainstream schools, pupil referral units (PRUs), alternative provision, mixed schools, single-sex schools, etc.) received PiCl.
	
	 RQ1eiii. Schools officers delivering lessons tended to visit schools for this purpose every term or half term,

	although this varied depending on school size and number of lessons they requested.

RQ2: How and to what extent does the nature of PiCl (CO) vary in England and Wales?
 	
   a.   To what extent does the nature of PiCl vary between police force areas?
   b.   To what extent does PiCl vary between different schools?
   c.   How closely does PiCl CO in different places compare to the PiCl Personal, Social, Health and Economic education (PSHE) model?
	RQ2a. The nature of PiCl varied between forces in terms of both the content delivered and the school years it was delivered to, in addition to the qualifications and experience of the schools officer and whether they conducted that role as part of a wider role in the community.
	
	RQ2b. Schools within a police force area generally had the same access to lesson topics, although the number requested from forces varied between schools.
	
	RQ2c. PiCl CO was broader in terms of topics and audience than PiCl PSHE and was often more tailored to the local context. PiCl PSHE is a more tightly prescribed model of lessons. However, both PiCl CO and PiCl PSHE were delivered by officers with similar experience and training, and their delivery depended on schools' willingness to have police officers in schools.

RQ3: How acceptable is PiCl CO to pupils, schools and the police?
 	
   a.   How does being part of a minoritised group and/or adverse past experiences with police impact the acceptability of PiCl CO among pupils, and what are school staff and police officers' perceptions of this?
   b.   Do other factors play a role in the acceptability of PiCl?
   c.   Are there particular aspects of the nature of PiCl that make the intervention more or less acceptable?
	RQ3a. There was some evidence that being from a minoritised group was associated with different levels of acceptability of PiCl. Neither school staff, police officers, nor pupils raised this as a factor in our qualitative interviews, but there was some evidence from the pupil survey. The impact of adverse past experiences was raised by a staff member, but so too was the process of rebuilding trust in the police in this context.
	
	RQ3b. Other factors playing a role in acceptability include reputational factors and parents' perceptions of police in schools
	
	RQ3c. Aspects of the nature of PiCl that make it more or less acceptable include local relevance, officer teaching skills, police expertise and experience, and alignment with school values.

RQ4: How is PiCl CO perceived by stakeholders to achieve its target outcomes?	RQ4a. The recruitment of police officers was missing from the intervention components in the logic model.

a. Are there any elements, mechanisms or intended/unintended outcomes missing from the pre-trial logic model and theory of change? b. What are the perceived contexts within which PiCl operates, and how might these impact intervention activities, mechanisms and outcomes?	We also made some modifications to the wording of some elements, and removed "Awareness of risks [or] consequences make pupils fearful", and ''Pupils less likely to disclose being involved in or a victim of crime / seek advice and support". RQ4b. The perceived contexts within which PiCl operates included schools' willingness and capacity, the resources and priorities of the police force, emerging trends and local issues, and pupil minority status/previous experience.

Evaluator's judgement of intervention feasibility

The PiCl intervention is clearly defined, and we are confident that the logic model is suitably robust to inform the design of a high-quality efficacy trial and implementation and process evaluation.

As PiCl is often conducted in tandem with other activities in the school, such as lessons, talks, assemblies and more targeted interventions, this would also be important to capture in a future trial.

Limitations

Due to time constraints, contact methods were borne out of practicality in accessing a number of schools across 10 police force areas. Contact with schools was arranged through police forces, and both police forces and schools often had limited capacity to manage the organisation of the proposed research activities. Consequently, our study often relied on the selection methods of other stakeholders, who may also have gone down the perceived path of least resistance. These limitations may have amplified our engagement with schools, staff and pupils who held a potentially more favourable opinion of POLiS. However, many of the police and school gatekeepers acknowledged the importance of varied perspectives on an evidence base for POLiS practice and stated this as a motivation for identifying school stakeholders to engage with our research.

The focus group format for engagement with pupils was beneficial in allowing for discussions of opinions and experiences between pupils, and it facilitated reaching many more pupils than would have been possible in this initial work via interviews. This gave us a top-level overview of shared feelings and (mostly) positive experiences. However, the group format may have limited pupils' inclinations to talk about more personal, sensitive or controversial topics in front of peers.

Pilot trial

Overview

Our research questions for the pilot trial are below and can also be found reflected in the pilot trial protocol on the YEF website (Sanders et al., 2024). These research questions provide a structure to evaluate the viability and desirability of a full efficacy trial of the PiCl intervention.

Pilot trial research questions

RQ5: Can 10 schools that will accept the randomisation of some year groups to receive the PiCl PSHE treatment and others not to receive it be recruited to participate in this trial?

RQ6: Can baseline survey data be collected?

RQ7: Can endline survey data be collected?

RQ8: Can administrative data be accessed?

RQ9: Can the intervention be delivered (or not delivered) in the school years assigned to the intervention (to the control)?

RQ10: Is there evidence of spillovers between school years within the same school?

RQ11: Is there indicative evidence of promise of the PiCl PSHE intervention?

RQ12: Is there indicative evidence of harm (e.g. pupils' feelings of being unsafe) from receiving or not receiving the intervention?

RQ13: Can appropriate data be collected to enable subgroup analyses in order to systematically examine how different diversity factors among pupils, such as sex (biological), gender identity, race and ethnicity, influence the measured effects of the intervention?

IPE research questions

RQ14: How is the PSHE intervention model operationalised and delivered in classrooms?

RQ15: Can we collect sufficient data about the extent to which the PSHE PiCl intervention is implemented as intended?

RQ16: Can we collect sufficient data about variations in the PSHE PiCl intervention implementation between forces and schools?

RQ17: What evidence is there for (and against) the mechanisms of change as set out in the logic model for the PSHE PiCl intervention?

RQ18: Can we collect sufficient data about how different contexts (e.g. pupils' previous experiences of the police or the police officer's approach) and different identities (e.g. pupils or police from minoritised groups) may influence logic model pathways?

RQ5 to 9 focus on whether an efficacy trial could run from an operational perspective. If we can recruit 10 schools to the pilot trial (RQ5), this will be an indication that we would also be able to recruit additional schools to the efficacy trial to give us an appropriate sample size for the efficacy trial to be sufficiently

powered. If we can collect baseline, endline and administrative data from the schools in the pilot trial (RQs 6, 7 and 8), this will indicate that we will also be able to collect this data from schools in an efficacy trial. If we can deliver the intervention to the treatment group in the pilot trial (RQ9), this indicates that we will also be able to deliver the intervention to the treatment group in an efficacy trial.

RQs 10, 11 and 13 focus on ascertaining the depth of knowledge we will be able to gain by running an efficacy trial. If there are spillover effects from school years receiving treatment to school years in the control group (RQ10), it will be difficult to tease apart the effect of the intervention and will make an efficacy trial less useful. If there is evidence of promise of the intervention (RQ11), it gives grounds for further investigation in an efficacy trial into the extent of the intervention's effects. If we can collect enough data with a level of richness to enable subgroup analyses to be undertaken (RQ13), this indicates that in the efficacy trial, we will be able to gain an understanding of how the intervention affects pupils from different ethnic groups. This is important because we know from the literature that different ethnic groups have different experiences with the police (Patel, 2020; Yesufu, 2013).

RQ12 assesses whether the intervention is causing harm. It is important that we know the answer to this question to ensure we do not inflict harm on pupils by running an efficacy trial.

RQs 14–16 are IPE questions that look to understand the implementation and fidelity of the PiCl intervention, whereas RQs 17 and 18 are designed to leverage trial findings to provide evidence to inform the logic model.

Success criteria

The success criteria for this internal pilot trial are below, with red/amber/green (RAG) ratings for each. Meeting these success criteria serves as the determining factor for progressing to the efficacy trial.

Pilot trial success criteria

We are able to recruit at least 10 schools to be a part of the trial and to accept randomisation (RQ5)

- Red: fewer than six schools
- Amber: fewer than eight schools
- Green: eight to 10 schools

Randomisation is adhered to in at least 80% of schools across the treatment and control groups (RQ5, RQ9)

- Red: less than 60% adherence
- Amber: 60–79% adherence
- Green: 80% adherence or above

We are able to collect baseline survey data from schools as necessary (RQ6)

- Red: less than 80% of schools allow data collection at baseline.
- Amber: 80–90% of schools allow data collection at baseline.
- Green: 91-100% of schools allow data collection at baseline.

We are able to collect endline survey data from schools for a minimum of 60% of pupils (RQ7)

- Red: <60% endline data collection

- Amber: 60–74% data collection at endline
- Green: 75%+ data collection at endline

We are able to access relevant administrative data from the partner constabulary within three months of the end of the pilot trial (RQ8)

- Red: we are not able to access the data.
- Green: we are able to access the data.

There is no evidence of substantial adverse effects (i.e. never events, such as significant injury to pupils, school staff or police as a result of involvement in the trial) during the period of the pilot trial, which would render it unethical to continue to a full trial.

- Red: more than five never events
- Amber: three to five never events
- Green: fewer than three never events

IPE success criteria

We are able to access PiCl intervention delivery data from police forces and schools (what is delivered, when and to whom, i.e. which year groups and classes) (RQ15, RQ16)

- Red: we can access this information for <50% of schools.
- Amber: we can access this information for 50–69% of schools.
- Green: we can access this information for at least 70% of schools.

We are able to access school participants and teachers within trial schools to collect information on attitudes and experiences as they relate to mechanisms in the ToC logic model (RQ3, RQ4, RQ17, RQ18)

- Red: we can successfully access <40% of the schools we attempt to access.
- Amber: we can successfully access 40–59% of the schools we attempt to access.
- Green: we can successfully access at least 60% of the schools we attempt to access.

Internal pilot (succession to efficacy) success criteria

Based on findings from the feasibility and IPE and subsequent updates to the logic model and theory of change, we find that our outcomes and measures are sufficient to treat collected data as an internal pilot.

- Red: we find that our primary outcome measures are insufficient and need to change.
- Amber: we find that our primary outcome measures are sufficient, but our secondary outcome measures need adjustment.
- Green: we find that our primary and secondary outcome measures are sufficient.

Based on findings from the feasibility and IPE and subsequent updates to the logic model and theory of change, we find that our data collection methods (surveys and access to administrative data) are sufficient to treat collected data as an internal pilot.

- Red: access to administrative data is inconsistent, and the pupil surveys are found to contain major measurement errors (response bias due to unintended question framing, time intervals between baseline and endline are inappropriately long/short, etc.).

- Amber: access to administrative data is consistent, but pupil surveys are found to contain major measurement errors (or vice versa).
- Green: we find that administrative data access is consistent, and pupil surveys aren't found to contain sizeable measurement errors.

Based on findings from the feasibility and IPE and subsequent updates to the logic model and theory of change, we find that our treatment allocation and randomisation protocol are sufficient to treat collected data as an internal pilot.

- Red: we find that treatment fidelity is very low or unverifiable (<50% are confirmed to have received the intervention), and the randomisation protocol is not replicable or advisable.
- Amber: we find that treatment fidelity is moderate (50–75%), and the randomisation protocol is mostly replicable.
- Green: we find that treatment fidelity is high (>75%), and the randomisation protocol is replicable.

Based on findings from the feasibility and IPE, we are able to assess the viability of treating the pilot as an internal pilot (i.e. usable data for the efficacy trial).

- Red: we do not proceed to efficacy.
- Amber: we proceed to efficacy but cannot treat the collected data as an internal pilot.
- Green: we proceed to efficacy and can treat the collected data as an internal pilot.

Below, we divide discussion of methods into two parts: the pilot trial methods, followed by the IPE methods.

Methods – pilot trial

Trial design

This internal pilot trial is a parallel design, two-armed cluster RCT of police delivering the PSHE-developed PiCl curriculum with a one-to-one treatment-to-control allocation ratio, per the intervention definition discussed in the Intervention – PiCl treatment section above. Randomisation occurs at the level of the school year. The only structural deviation from the original trial design is that we did allow three of the nine schools not to include their Year 11s, as they judged that this year group would struggle to fit in the lessons alongside preparing for their exams.

Participant selection

School recruitment to the trial was initiated by ASP reaching out to schools with which they have had contact within the constabulary area. The eligibility criteria for the schools themselves were mainstream-intake secondary schools in the area covered by the ASP that had not received any PiCl-like treatment during the 2023/24 school year (note that some schools had received some police lessons and assemblies in prior years, but efforts were made to prioritise schools without this type of activity or where it had been more limited). The number of schools recruited was driven by a desire to pilot our randomisation approach, treatment allocation and data collection methods, rather than achieving sufficient power, and eight to 10 was agreed as a minimum number to test these approaches with confidence.

Participants were pupils who were attending the nine schools in our sample and were enrolled in year groups 7–11 (or 7–10 in the case of three schools that opted not to include their Year 11s). The schools ranged from traditional community state schools to members of multi-academy trusts to faith schools. Participants' ages range from 11 to 16 and represent a diversity of gender, ethnicities and socioeconomic backgrounds. Table 7 below describes each school and its enrolment data, which was taken from the Department for Education's published statistics for the academic year 2023/24.[4] Note that schools B, E and F are the ones that opted to exclude Year 11s, and the total and gender enrolments are adjusted to reflect this. For School F, being an independent private school with differing reporting requirements, some of their demographics were not available from the Department for Education.

---

[4] https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics

Table 7. Basic enrolment data for schools in the trial

| School | Type | Location | N (7–11 or 7–10*) | Sex | | Free school meals eligibility (%) |
				F	M	
A	11–16 mixed state-funded academy	Bristol	1336	619	717	35.7
B*	11–18 mixed state-funded academy	Bristol	886	407	479	28.8
C	11–18 mixed state-funded academy	South Gloucestershire	662	325	337	16.3
D	11–18 mixed state-funded academy	Bristol	1384	645	739	29
E*	11–16 mixed state-funded academy	Bristol	727	313	414	45
F*	11–18 boys' independent school	Bristol	536	0	536	unknown
G	11–18 mixed state-funded academy	Bristol	1182	517	665	7.4
H	11–18 mixed academy Catholic	Bristol	1040	495	545	9.9
I	11–16 mixed voluntary-aided school, Catholic	Bristol	747	368	379	27.3

Table 8. School enrolments, by basic ethnicity category

School	White enrols	Black enrols	Asian enrols	Other enrols
A	56.4%	20.5%	14.7%	8.5%
B	50.9%	14.8%	22.6%	11.7%
C	91.5%	1.3%	2.9%	4.3%
D	84.0%	6.9%	3.3%	5.8%
E	60.6%	20.3%	10.8%	8.3%
F	unknown	unknown	unknown	unknown
G	71.5%	5.8%	15.6%	7.1%
H	64.8%	8.2%	23.8%	3.2%
I	73.1%	13.0%	9.5%	4.4%

Primary data collection took place at schools, with digital and paper surveys administered during class time under the supervision of a teacher (usually during PSHE lessons). Focus groups with pupils also took place at schools during the school day in a dedicated space, usually in an available classroom or the library. Administrative data collection was negotiated directly with police and schools and took place through secure data transfers (in the case of the former) and digital surveys (in the case of the latter).

Parents of participants were given a chance to opt their children out of participating in survey data collection, and participants were asked for their assent/consent before completing baseline and endline surveys. Participants and parents were not asked to consent to receiving the treatment, as pupils and their parents are not required to consent to the contents of PSHE lessons within their schools. Participants and parents could also not opt out of the primary outcome data collection since the data are from police administrative data records and are anonymous at the point of transfer, leaving no mechanism for them to opt out of the collection of these outcome measures.

Schools were excluded if they were not in the relevant geographical area (that is, they were inside the area supported by the ASP) and if they were not mainstream-intake secondary schools (e.g. pupil referral units).

Outcomes

Based on our discussions with police forces, the NPCC and PSHE, the main objective of this intervention is to deter pupils from crime and to improve relationships between pupils and the police, as well as pupils' understanding of the law and the role of the police.

Primary outcome measure

The primary outcome for this evaluation is offending and victimhood, measured using police administrative data. In discussions with ASP, we determined the relevant outcome measures to be:

- Contact with police that was categorised with the following offences, all coded as a single overall offence binary (i.e. for every crime that falls into these categories, offence=1):[5]
    - 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)
- The outcome of contact with the police, including:
    - A charge/summons (binary)
    - A caution (binary)
    - A community resolution (binary)
    - A diversionary/educational intervention (binary)
    - Dropped (binary; an expansive category including victim decline, insufficient evidence, not in the public interest, etc.)
- Contact with the police that indicates the young person was a victim of any crime (binary)

There are inherent limitations in using police data, such as the tendency for POLiS interventions to be concentrated in disadvantaged schools, which could lead to the disproportionate detection of crimes within those schools (Gaffney, Farringdon and White, 2021). Given this, we intended to follow the YEF recommendation to triangulate the police data with the Self-Reported Delinquency Scale (SRDS) (Smith and McVie, 2003).

However, a decision was made not to include the SRDS due to ethical concerns from the KCL ethics committee and the YEF Youth Advisory Board relating to asking children to disclose criminal or other risky behaviours, some of which could require a safeguarding response, which would contravene the goal of respondent anonymity. Relatedly, the KCL ethics committee expressed concern about asking these questions in a survey with opt-out parental consent, rather than opt-in (we chose opt-out parental consent due to concerns about systemic bias in excluding pupils whose parents did not respond to the consent request and due to the infeasibility of asking schools to manage hundreds of consent forms). Previous research using the SRDS has generally had a significantly smaller sample size, with young people who were often already involved in the criminal justice system and with a differing approach to parental consent (e.g.

---

[5] Note that we excluded the following offence categories as irrelevant to the logic model: arson, burglary, miscellaneous crimes against society, public order offences and theft.

Hogan-Lloyd et al., 2024; Bandyopadhyay et al., 2024). The current research has a comparatively large sample size, with a universal intervention, i.e. pupils are not selected to take part on the basis of a referral, and parents are not asked to consent for their child to take part in the intervention. It was therefore deemed inappropriate to ask this sample to self-report criminal behaviour at scale.

Future studies into the efficacy of the PiCl intervention should explore how to capture self-reported offending, perhaps using the Delinquent Peers Scale measure, which asks respondents about the behaviours of their peers, rather than themselves, or the Delinquent Beliefs Scale, which measures pupils' perception of right and wrong (Thornberry et al, 1994).

Secondary outcome measures

Our secondary outcomes are (1) pupils' trust and confidence in police and (2) pupils' emotional and behavioural challenges.

Secondary outcome measures were collected primarily through pupil surveys and administrative data collected from schools. These include:

- Pupils' attitudes towards the police, which was measured using age-adapted questions from the Perceptions of Police scale (POPS). The POPS is made up of twelve 5-point Likert-scale questions (strongly agree=1, strongly disagree=5), which are calculated as a mean score, with low scores corresponding to positive feelings towards police. POPS contains two subscales: general attitudes towards police and perceptions of police bias, which will be reported individually as secondary outcomes. General attitudes towards police is calculated as a mean score of questions 11, 12, 14, 15, 17, 18, 19, 20 and 22 in the pupil survey and perceptions of police bias is calculated as a mean score of questions 13, 16 and 21 in the pupil survey (see Appendix D).
- Behavioural and emotional challenges using the SDQ. For this, we are only interested in four out of the five available SDQ scales (scores out of 5; higher scores correspond to more problems, except for prosocial, which is reversed) – emotional problems, conduct problems, peer relationship problems and prosocial behaviour – as well as the total difficulties score (score out of 40; higher scores correspond to higher difficulties), and externalising and internalising scores (scores out of 20; higher scores correspond to more behavioural/emotional problems).

Trust and confidence in police have been identified by multiple stakeholders as highly relevant to police in classroom activities, both as a mediator variable and a desired outcome. The NPCC, PSHE Association and several police forces close to the project all confirmed and emphasised the importance of measuring this.

Pupil emotional and behavioural challenges have been identified as a secondary outcome through the development of the logic model, which identifies the following mediators:

Intended (positive) mediators:

- Better understanding of the consequences of behaviour
- More confident, comfortable or familiar with police
- More likely to seek help or to help others

Unintended (negative) mediators:

- Fearful because of police presence in classrooms or because of the instruction given

- Uncomfortable with police presence in classrooms
- Less likely to seek help or help others

Data collection

Our main outcome measure was taken from administrative data held by ASP: namely, rates of violent offending and victimhood among pupils enrolled in year groups 7–11 in our sampled schools. Primary data collection was a baseline and endline pupil survey administered in schools for all pupils in year groups 7–11. Questionnaires were administered digitally over Qualtrics in four of the nine schools and with paper surveys in the remaining five schools, with these schools citing technology limitations.

Structure of administrative data

It is not possible (or advisable) to collect identifiable, individual-level administrative data from police forces, linked to schools and police forces. However, police routinely record (a) which school a young person attends and (b) their date of birth. This is enough to provide accurate information on the treatment status of someone who has had contact with the police, as the combination of their school year and school indicates their treatment status accurately, except for pupils who have been put up or put down a school year – which is very uncommon.

Thus, the police shared with us data that detailed each incident of offending behaviour (defined in our outcomes section above) or victimhood for each school X in year group Y.

These data, however, gives us only part of the picture, as it does not include the '0's – those pupils who had no contact with police and thus their offending or victimhood binary would be 0. To address this, we incorporated school enrolment data, which tells us how many pupils there are in each year group, broken down by gender and ethnicity. Bringing these two sources of data together, we have individual-level data for each participant, indicating their binary treatment status and their binary primary outcomes. We have this for both the year of the pilot (2023/24) and the previous year, allowing us to control for school-year-level historical data.

Pupil baseline and endline survey

Data for the PiCl pilot trial were collected via a baseline and endline pupil survey (see Appendix D), which included questions on demographics, perceptions of police (measured with the POPS; Nadal et al, 2015) and the SDQ (Goodman et al, 1998). The survey also included open-response questions to understand pupil perspectives on the role police should play in schools. POPS has been demonstrated to be a valid survey instrument for measuring views on police and police bias, including perspectives from marginalised populations. The endline survey additionally asked pupils who received the intervention more specific feedback on the delivery and impact of the PSHE lesson they were taught by a police officer.

In readability tests, the pupil survey received the following reading level scores, corresponding to American grade levels: 4.8 in Flesch-Kincaid, 3.8 in Gunning-Fog and 3.7 in Coleman-Liau. The YEF Youth Advisory Board also reviewed the pupil survey, consent forms and focus group outline. They expressed concern over disclosures, which were originally included in the survey as part of the Self-Reported Delinquency Scale. However, based on the feedback from the YEF Youth Advisory Board along with the feedback from the KCL ethics board, the disclosures measure was removed from the survey instrument, and instead, these data were captured in the police administrative data.

The survey was distributed digitally through Qualtrics and by paper for schools that did not have resources for wide digital survey collection. Within the sample, five schools opted for paper surveys, and four schools opted for digital surveys. The baseline survey was collected between the launch of the study and the first PSHE units being delivered (i.e. February 2023 to May 2024), and the endline survey was collected after the final PSHE unit was delivered until the end of the school year (i.e. May 2024 to July 2024). To support the delivery of the survey, the research team created a video and PowerPoint deck (see Appendix B) explaining the study to pupils and highlighting that their answers would remain anonymous and confidential. The research team also visited four schools while the baseline survey was being administered to answer pupils' and teachers' questions and gather feedback on the data collection processes.

The paper surveys were delivered to and from schools via a courier. Pupils' responses were manually transcribed by the KCL research team into a digital format for analysis. Forty paper surveys went through a quality assurance process in which members of the research team retranscribed paper survey data and compared the results to the initial transcription, which was done with an average of 98% accuracy.

Randomisation

The pilot trial was successful in recruiting nine schools in the Bristol area (one short of the goal of 10). Treatment was randomised at school year level, with stratification at the level of the individual school, such that a minimum of two and a maximum of three school years within each school were randomised to treatment. Of the nine schools, three elected to exclude Year 11s from the trial due to PSHE scheduling challenges and pressures from GCSE exam preparation for those pupils. In those schools, two of the four year groups were randomised to treatment, which is a departure from the original trial design.

Randomisation at the year group level, stratified by school, was chosen in order to maximise statistical power by allowing the calculation of school fixed effects, ensuring balance between treatment and control within schools (since all schools in the sample will be represented in the treatment and control groups) and helping to make participation in a randomised trial more acceptable to school leadership since all schools had access to some level of the intervention. The aims were to demonstrate the feasibility of this randomisation approach (RQ5) while also retaining the use of data from the pilot trial to be merged with an eventual full-scale trial.

Randomisation for all nine schools (accounting for three schools with only four year groups and the other schools with all five) was conducted at one time independently by the BIT using the statistical analysis software Stata, following the consolidated standards of reporting trials guidelines, with the code used for randomisation uploaded to GitHub after the randomisation took place.

Once randomisation was complete, our schools contacts and officers were notified about the treatment and control year groups for each school, at which point the schools notified their relevant PSHE teachers, with instructions not to share the treatment allocations further (e.g. with parents). Due to the realities of having to deliver lessons over the span of weeks or months within a certain school and given the number of participants involved, no strenuous efforts were made to ensure that treatment assignment was blind to participants, but language used in the pupil and parent letters and surveys ensured that treatment assignment was never made explicit. We also made the choice to notify schools of their treatment year groups before baseline surveys were administered. This, of course, presents the risk that if pupils know their treatment status ex ante, this will induce bias in survey responses. That said, we consider this risk to be negligible and virtually unavoidable in the case of endline surveys. More to the point, it is logistically

challenging to withhold treatment information from schools, which need significant time to arrange lesson timetabling and curriculum planning to support the intervention. Given the extremely tight timelines of the pilot and the constraints of working within the school year, we made the decision to notify schools of treatment years before baseline administration.

Analysis

Analysis of the police administrative data were conducted using logistic regression analysis, using a merged dataset derived from school-age-group-level data (using the process described above under Structure of administrative data, with data from prior to the trial, as well as data from the trial period. Data cleaning was conducted in RStudio, whereas analysis was conducted in Stata.

We originally planned the regression model;

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

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, controlling for a participant's enrolled schools; Y_y is a vector of school year fixed effects, controlling for a participant's year group y; T_t is a binary indicator of time set to 1 in the trial period and 0 otherwise; and U_{yst} is an error term clustered at the level of the year/school/time period triad.

Our secondary (survey) data analysis was conducted using a dataset of individual responses to baseline and endline surveys. Here we estimated 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). Cleaning and analysis were completed in Stata.

We planned the following regression model:

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

Where O_{iyst} is the value of the outcome measure for *i* in year *y* in school *s* at time *t*; α is a regression constant; O_{iyst-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 otherwise; and U_{yst} is an error term clustered at the level of the year/school/time period triad.

In addition to these analyses, we planned secondary analyses considering our subgroups of particular interest – pupils who are part of minority racial or ethnic groups and pupils who have previous negative experiences with police. These were to be included through the inclusion of interaction terms between race and treatment and negative experiences and treatment in our regression models. We have conducted interaction terms for ethnicity and gender with the treatment, but we opted not to collect self-reported pupil data on negative experiences with police because of the risk of disclosures, so those interactions were not specified. More discussion on the subgroup analysis of race/ethnicity continues below.

Subgroup analysis: race/ethnicity categories

It is clear from the literature that people from different ethnic backgrounds have different experiences with the police (Yesufu, 2013; Patel, 2020; YEF, 2025). For example, a report on racial disproportionality in violence affecting children and young people by YEF stated that 10–17-year-olds of Black and Mixed ethnicities are more likely, and Asian children are significantly less likely, to interact with the criminal justice system compared to their share of the population. Black children make up 5.9% of 10–17-year-olds, but they account for 15% of 10–17-year-olds who are stopped and searched, which means that they are more than twice as likely to be stopped and searched compared to their population share. The report also states that Black children are 64% more likely to be arrested, 84% more likely to be convicted and 300% more likely to be in custody than their population share (YEF, 2025). As a result, it is important to understand if and to what extent pupils' experiences with police differ across racial and ethnic categories. How these categories are devised must be done carefully and with sensitivity, as imprecise categorisations can lead to the erasure of certain perspectives. For instance, using a category such as BAME (Black, Asian and Minority ethnic) to operationalise a racial minority perspective in our analysis would flatten diversity and ignore key differences in experience and perspectives with police among racial and ethnic groups (Aspinall, 2020; Selvarajah et al., 2020).

However, we need to manage trade-offs between ensuring precision of racial/ethnic subgroups and maintaining statistical power of the subgroup analysis: for very small ethnic subgroups (e.g. Gypsy or Irish Traveller), it would be infeasible for our analysis to detect an effect. Therefore, it is necessary to ensure that when we are analysing data by ethnicity, we keep our subgroups large enough to maintain sufficient statistical power while also ensuring that we do not lose the richness of insight that we can see when we analyse by specific subgroups. This means that we must collapse some of the more similar ethnicity subgroups together but without overly compromising our scope to measure disparate effects between groups.

When we collapse ethnicity subgroups into broader categories, we take 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 9). We believe there are compelling reasons to use Police Identity Codes since police perceptions of young people is a key vector in how differences in experience with police may occur. Indeed, we are confined to using these codes in the analysis of police administrative data (ASP also record suspects' and victims' self-defined ethnicity, but it is not a required field, thus it's frequently missing). We have operationalised subgroup definitions in the subgroup category column in Table 9 below.

Originally, we set out to explore multiple specifications of subgroups, with some specifications incorporating various Other* identities into sensible categories. Due to the low reported numbers of the groups that make up the Other* category and the limited interpretability of the subgroup analysis we ran on ethnicity, we deemed that multiple specifications of the interaction model would not render useful information. We plan to revisit this in the case of an efficacy trial with a larger dataset.

Table 9. Operationalising pupil ethnicity groups for subgroup analysis

Police Identity Codes (IC)	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	British 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 or 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*

Racial equity advisor review

As mentioned in the project stakeholders section and alluded to above, our pilot trial protocol, the pupil baseline questionnaire, our plans for participatory activities and focus groups, and the general supporting materials for pupils were reviewed by Jessica Davies, a YEF REA. This review was an important part of our equalities impact assessment, which was conducted by the research team in autumn 2023.

We received feedback from Davies in June 2024. As such, we plan to action many of her recommendations if we proceed to an efficacy trial. Some suggestions related to the analysis, which particularly benefited the operationalisation of the subgroup analysis by ethnicity. Other recommendations are summarised below:

- Terminology best practices for inclusivity (e.g. problematic use and conception of BME/BAME and avoiding gender binaries)
- Fieldwork practices to promote a perceived sense of safety for pupils in focus groups
- More child-friendly, simplified language in the pupil survey information sheet
- Practices to assure pupils and build their trust that their answers are anonymous (e.g. the irony of asking for initials and birthdate at the start of the pupil survey) while also being realistic in cases where anonymity cannot be fully guaranteed (e.g. in the case of focus groups)
- Suggestions for restructuring the ethnicity and gender questions in the pupil survey
- Careful interpretation of SDQ results, particularly along ethnic and socioeconomic lines

Community stakeholders research group

Rationale for a CSRG

As a team, we decided that it would be useful to recruit a CSRG to help compensate for the areas of professional and lived experience we did not have so that a wider range of experience and insight could be used to design research that would be as useful and as inclusive as possible. For example, the research team has limited ethnic diversity, but we want to understand how policing might have a disproportionately negative effect on Black and other racial or ethnic minority pupils. Not including people with these experiences in the design of our work would risk the development of outcome measures that do not capture the full experience of pupils with police in their schools.

Recruitment

We initially wanted to recruit members who had no links to our research team whatsoever so that they could be impartial. We created a list of characteristics and professional experience that we believed would enable people to provide useful insights to the group (see Appendix O) and set about identifying people who fit these descriptions and contacting them via email and LinkedIn, sending them an invitation to join and an information sheet about the project and what being a member would involve (see Appendix P).

We only managed to recruit one member in this way. An obstacle to recruiting people to the group from outside of our networks was that we did not have room in the budget to pay members for their time. This led to potential members turning down the opportunity.

As a result of this, we pivoted and asked our networks if there was anyone with relevant experience who might be interested in volunteering their time. This led to three more members being recruited.

Table 10. Members of the community stakeholders research group

Member	Experience
A	Anti-racism specialist Panel member of Action for Race Equality
B	Qualified children's counsellor Specialist in autism and children who have experienced domestic violence.
C	Senior policy and community engagement officer Ex-safeguarding lead at a secondary school
D	Youth advocate

	YEF Youth Advisory Board Member

Meetings and takeaways

So far, we have had one meeting with the CSRG, where we asked them for their opinions on how we should collapse ethnicity categories when analysing our pilot trial data in order to avoid flattening the experiences of pupils with different ethnicities while ensuring the subgroups are large enough to ensure adequate statistical power. The inputs from the CSRG have informed how we created ethnicity subgroups in our analysis.

We also asked the group members for their opinions on our outcome measures as we begin designing the next phase of the trial.

Members of the group were provided with relevant information about the trial before the meetings took place.

Table 11. Pilot trial methods overview

Research methods	Data collection methods	Participants and data sources	Data analysis methods	Research questions addressed	Logic model relevance
Quantitative analysis	Police administrative data	Pseudo-individualised dataset of participant-level data for all pupils in a school	Logistic regression analysis of pilot trial outcomes clustered by school and year	RQs 5, 8, 9 and 11	Measurement of the main outcome
Quantitative analysis	Pupil survey data (baseline and endline)	Individual pupils who agreed to complete endline and baseline surveys	Autoregressive (AR(1)) model, using complete case analysis	RQs 5, 6, 7, 9, 10, 11, 12 and 13	Measurement of secondary outcomes
Critical review	Research plans and materials	Jessica Davies, Youth Endowment Fund racial equity advisor	Written feedback on materials	RQ12	N/A

Critical review	Research plans and materials	Community stakeholders research group	Live workshop meetings	RQ12	N/A

Participant selection

Participants were police officers, school staff and pupils working in nine schools in the PiCl pilot trial in one police force area. Where relevant to the elements in common with the PSHE PiCl model, findings gathered from the wider group of participants taking part in the in-depth qualitative work detailed above are also included. The inclusion of this data deepens the analysis of some core elements of PiCl work that are relevant to this specific intervention.

Data collection

Methods and measures

The IPE design was informed by police focus groups and email communications between the research team and those coordinating and delivering the intervention. It involved the following data collection methods, some of which – as noted above – were administered as part of the wider feasibility study:

- Semi-structured interviews
- Focus groups
- Observation
- Participatory activities
- Surveys

Interviews with school staff and focus groups with police, school staff and pupils are detailed in the feasibility section of this report. As noted above, this is one area that includes data from participants in police forces conducting PiCl CO, where aspects of the intervention align with PiCl PSHE.

A "Knives and the law" PSHE lesson delivered to Year 10 pupils by a police officer was observed directly by a member of the research team. Field notes were taken during this lesson, including observations of pupil, police officer and teacher interactions. The fidelity of lesson delivery was measured against the lesson plan and guidelines for that particular lesson using a checklist pro forma (see Appendix Q).

Participatory activities with pupils yielded feedback on the qualitative data collection methods and consent processes to inform the development of these methods. Pupils were given A3 copies of the consent forms and information sheets and were asked to grade them (using coloured pens, markers and stickers) as if they were a teacher. They were also asked to write down three things about the police on sticky notes. These were collected by the researcher and read out. Pupils were then asked to agree or disagree with the statements. Another exercise enabled pupils to communicate which approach they favoured for speaking with researchers, from the following options: one-on-one with a researcher, in a pair (you and a friend), with a teacher in the room and with a teacher outside the room.

Survey questions for pupils relating to the IPE were included in the endline pupil survey (questions 53–62 in the pupil survey, see Appendix D). These included questions on pupil attitudes to whether the police are trustworthy (question 19) and to having a police officer in school (questions 50–52). Additional questions included in the endline survey include questions about pupils opinions on the PSHE lesson that they received (questions 53–56), whether the lesson would change their behaviour or confidence to talk to someone about the law and safety (questions 57–60) and their opinions on their school police officer (question 62).

School staff from each school involved in the delivery of PSHE lessons were asked to complete a short survey (see Appendix K). This survey included some questions about their school, such as the range of years, pupil numbers and ethnicity, about lesson delivery, and about their opinions on the role and outcomes of having police officers in school.

Police officers involved in delivering PSHE lessons were invited to complete a survey (see Appendix J) about their experiences and training, the purpose and remit of their roles in school, their relationships with the schools, the PSHE lessons they delivered and other activities they conducted in schools.

School staff and police officer survey links were sent directly to participants at the beginning of July, with subsequent reminders sent throughout the month. All police and school staff surveys were designed and distributed using Qualtrics survey software.

The development of data collection instruments

Data collection instruments were developed by the research team based on the research questions and the initial logic model. Bespoke survey questions were designed to target areas of interest, tailored to each participant type. Separate semi-structured interview and focus group schedules were produced for the four distinct participant types (police practitioners, school strategic leads, school operational practitioners and pupils). Open-ended questions were framed to explore the research questions and were further formulated with a recipient-designed approach in order to align with different participants' strengths and their differing knowledge, expertise and capacities. Questions were typically broad in focus but included optional prompts that the interviewer could use at their discretion. The interview and focus group schedules were revised slightly following an inductive review of the initial interview and focus group material, which resulted in amending or including the scope to explore topics and issues that early participants had identified as relevant. The pupil focus group schedule was revised in terms of the formulation of questions to elicit longer-form explanatory answers as opposed to yes/no answers.

Analysis

The extent to which PiCl was implemented as intended was assessed against fidelity criteria measured by the staff and police officer survey. These criteria included the percentage of a) the intended number of PSHE topics delivered in each school, b) the number of lessons delivered within each topic, c) the number of lessons delivered by the intended person and d) the number of lessons delivered to the correct year groups.

Matched baseline and endline pupil survey data were used to compare the differences in pupils' opinions of whether they could trust the police in general (question 19) before and after lessons were delivered. Free text survey responses that detailed pupils attitudes to having a police officers in school, whether they would change how police officers worked in schools and whether they thought that there were good things that police did in school (questions 50–52) were coded by calculating word frequency, grouping frequently used words into categories and then assigning these categories based on the presence of key words and their synonyms. The analysis of free text was conducted in R version 4.2.2, and all other survey data analysis was conducted using IBM SPSS Statistics version 27.

To enable as large a sample size as possible when analysing post-PSHE lesson attitudes, all available pupil survey endline data were used to summarise questions relating to the PSHE lessons, including the preferred person to deliver the lessons, whether they found the lessons interesting and important, their opinion of the police officers and whether they would change their behaviour or be more likely to talk to someone about safety and the law as a result of the lessons. Full endline data were also used to summarise the available pupil demographic data.

Qualitative data were analysed using thematic analysis as described in the feasibility section above.

Table 12. Implementation and process evaluation (IPE) study methods overview

Study component	Data collection methods	Participants and data sources	Data analysis method	Research questions addressed	Implementation and logic model relevance
IPE	Focus groups Interviews Participatory activities	School police officers School staff involved in day-to-day operations Key school decision makers School pupils	Thematic analysis Content analysis	RQs 14, 15, 16, 17 and 18	Intervention inputs and context Intended intervention outcomes Perceived mechanisms and intermediate outcomes Context for mechanisms
IPE	Observation	Police officers in schools receiving the PSHE PiCl pilot	Thematic analysis or fidelity checklist	RQ15	Intervention inputs and context Evidence for mechanisms and intermediate outcomes
IPE	Staff surveys	School staff in schools receiving the PiCl pilot	Descriptive statistics	RQs 15 and 18	Intervention inputs and context
IPE	Police survey	Police in schools receiving the PiCl pilot	Descriptive statistics	RQs 15 and 18	Intervention inputs and context
IPE	School pupil survey	Pupils in schools receiving the PiCl pilot	Descriptive statistics	RQs 17 and 18	Context for mechanisms Evidence for mechanisms and intermediate outcomes

Timeline

Table 13: Timeline

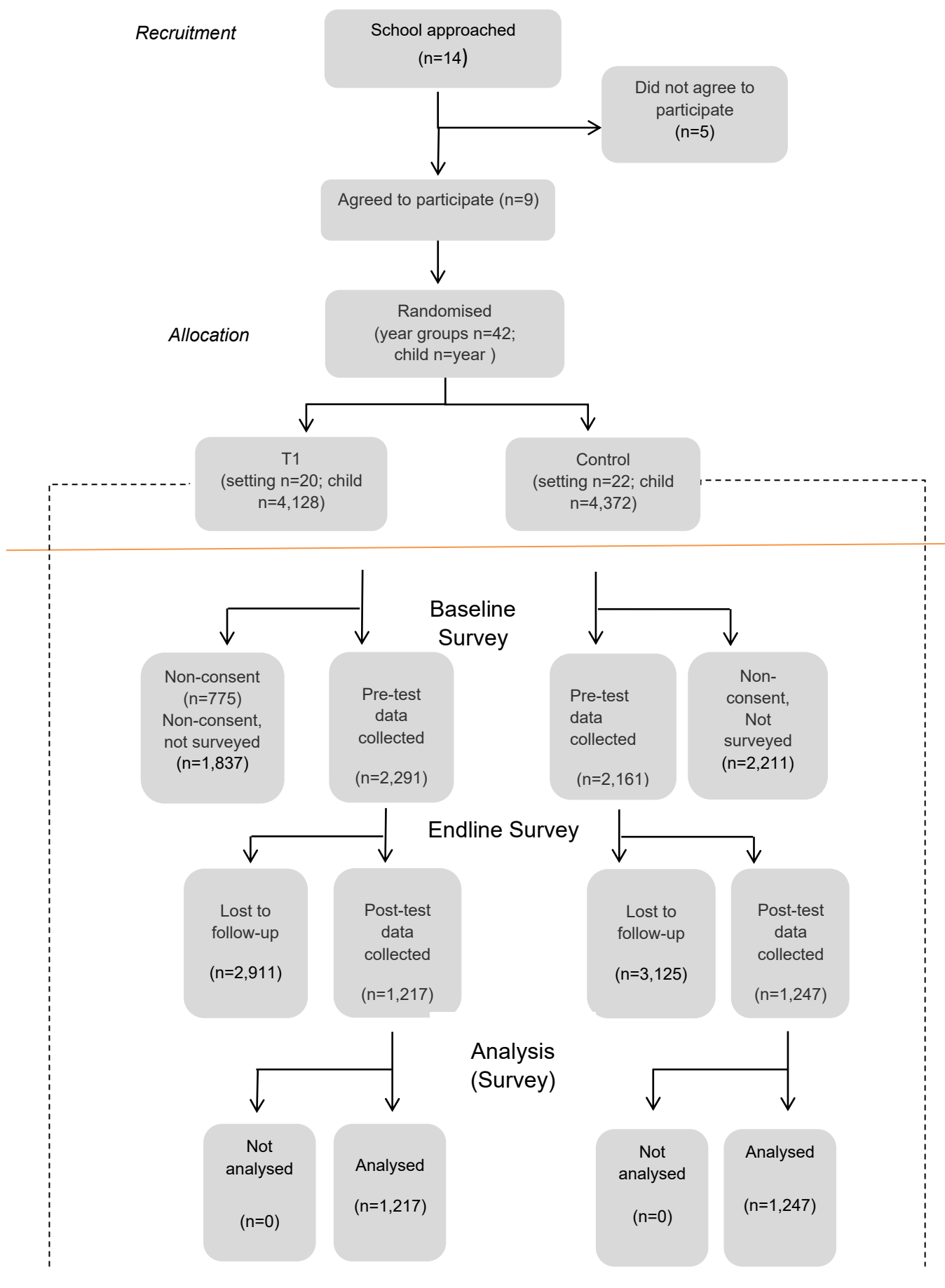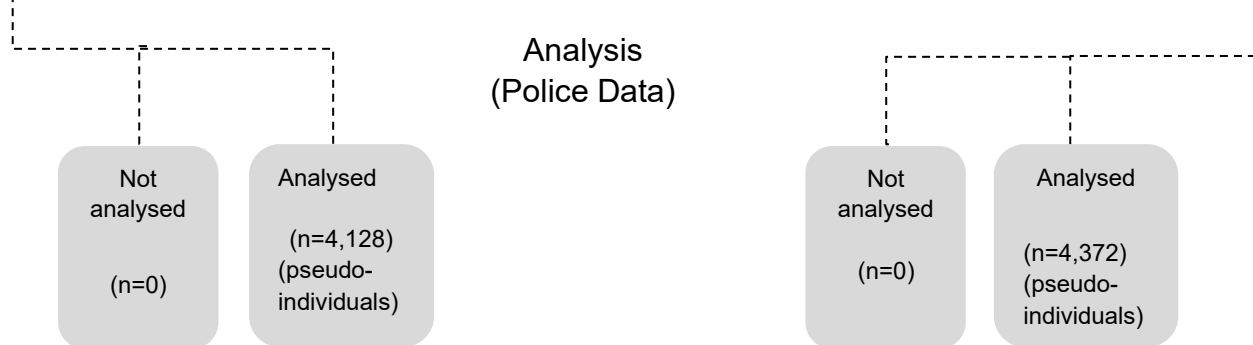| Date	Activity	Staff responsible
July–Nov 2023	Police force recruitment School recruitment and onboarding	Avon and Somerset Police (ASP) King's College London (KCL) research team
Oct 2023	Training police officers to deliver the intervention Implementation and process evaluation (IPE) observation	PSHE Association Avon and Somerset Police Cardiff University research team
Oct 2023	Equality impact assessment	KCL research team Cardiff University research team The Youth Endowment Fund (YEF)
Jan–April 2024	Baseline survey data collection	KCL research team
Feb–April 2024	School visits to build relationships and supervise baseline data collection	KCL research team
Feb–July 2024	Intervention: PSHE lessons delivered by police officers and PSHE teachers for years allocated to treatment	Avon and Somerset Police
May 2024	Observations of police-taught lessons	Cardiff University research team
May–July 2024	Endline survey data collection Paper survey transcription	KCL research team
June 2024	Received feedback from the YEF racial equity associate (REA) on the pilot trial materials	YEF REA KCL research team Cardiff University research team
June–July 2024	Participatory activities with pupils in schools	Cardiff University research team
July 2024	School and police IPE surveys distributed to PSHE leads and ASP officers	Cardiff University research team
July–Aug 2024	Administrative data transfers of offending and victimhood data related to trial schools Cost data collection Data analysis and reporting	Avon and Somerset Police KCL research team Cardiff University research team

Findings – pilot trial

Participants

In the participant flow diagram below, we detail how schools, year groups and pupils moved through each stage of the study, from initial school recruitment to endline data collection and analysis. No schools we approached were excluded by the research team (our recruitment criteria already specified mainstream-intake secondary schools), and while there were likely some classrooms that were effectively excluded from the treatment and survey data collection due to their status as dedicated special educational needs and disabilities (SEND) classrooms, virtually all pupils who were enrolled in the relevant year groups and parents of those pupils were notified of the trial taking place at their school.

In the participant flow diagram, there are two separate, concurrent branches of analysis: the survey analysis and the police data analysis. In the case of the survey analysis, we attempted to survey as many pupils as possible in the treatment and control groups, both pre-intervention and post-intervention. The number of pupils excluded due to parental opt-out consent was very minimal (fewer than 10 per school); thus, all pupils were effectively included. Due to the extent of the data collection (in the thousands of pupils) and the time and exam preparation pressures that schools face in the summer term, we were unsuccessful in hitting our target of 60% of pupils providing endline data. Under RQ7 in the Evaluation Feasibility section below, we offer some thoughts on the pupils who were lost to follow-up and how we plan to increase retention in the efficacy trial. We also provide a detailed look at each school and its completion rates in Table 16.

In the case of the police data analysis, all pupils enrolled in the schools and relevant year groups (treatment and control) were included in the analysis, though it should be noted that the vast majority of pupils were effectively not present in the police data, as the data only represents specific cases of children having contact with police, with the other participants calculated from the total enrolment numbers by school and year group (the operationalising of that outcome measure can be found in the Outcomes and Data collection sections above). Thus, while we report no participant attrition in the case of the police data analysis, this is a function of the data collection and generation methods rather than engagement with participant groups.

Figure 7: Participant flow diagram

Recruitment

```
                    ┌─────────────────────┐
                    │  School approached  │
                    │       (n=14)        │──────────┐
                    └─────────────────────┘          │
                              │                       ▼
                              │            ┌──────────────────────┐
                              │            │  Did not agree to     │
                              │            │  participate          │
                              │            │  (n=5)                │
                              │            └──────────────────────┘
                              ▼
                    ┌─────────────────────────────┐
                    │ Agreed to participate (n=9) │
                    └─────────────────────────────┘
```

Allocation

```
                    ┌─────────────────────┐
                    │     Randomised      │
                    │ (year groups n=42;  │
                    │   child n=year )    │
                    └─────────────────────┘
                    ┌───────────┴───────────┐
                    ▼                       ▼
        ┌──────────────────┐      ┌──────────────────┐
        │        T1        │      │     Control      │
        │ (setting n=20;   │      │ (setting n=22;   │
        │  child n=4,128)  │      │  child n=4,372)  │
        └──────────────────┘      └──────────────────┘
```

Baseline Survey

| Non-consent (n=775) Non-consent, not surveyed (n=1,837) | Pre-test data collected (n=2,291) | Pre-test data collected (n=2,161) | Non-consent, Not surveyed (n=2,211) |

Endline Survey

| Lost to follow-up (n=2,911) | Post-test data collected (n=1,217) | Lost to follow-up (n=3,125) | Post-test data collected (n=1,247) |

Analysis (Survey)

| Not analysed (n=0) | Analysed (n=1,217) | Not analysed (n=0) | Analysed (n=1,247) |

67

Not analysed (n=0)	Analysed (n=4,128) (pseudo-individuals)		Not analysed (n=0)	Analysed (n=4,372) (pseudo-individuals)

Table 14. Participants involved in answering different research questions

Research question	Participant type	Treatment	Control	Note
RQ5	Schools	9		Treatment assigned at the year group level; all schools contain treatment and control groups
RQ5 and RQ9	Year groups	20	22	The original treatment assignment was T=21, C=21, but one year group was missed in treatment
RQ6	Pupils	2,291	2,161	Total pupils who completed baseline
RQ7	Pupils	1,217	1,247	Total pupils who completed endline
RQ8	Police administrative data	4,128	4,372	Numbers based on school or year group enrolment data were merged with policing data

Evaluation feasibility

Below, we refer back to the research questions and success criteria that relate to evaluation feasibility:

RQ5: Can 10 schools that will accept the randomisation of some year groups to receive PiCl PSHE treatment and others not to receive it be recruited to participate in this trial?

RQ9: Can the intervention be delivered (or not delivered) in the school years assigned to the intervention (to the control)?

We are able to recruit at least ten schools to be a part of the trial and to accept randomisation (RQ5).

- Red: fewer than six schools
- Amber: fewer than eight schools
- **Green: 8–10 schools**

Randomisation is adhered to in at least 80% of schools across the treatment and control group (RQ5, RQ9)

- Red: less than 60% adherence
- Amber: 60–79% adherence
- **Green: 80% adherence or above**

The treatment assignment and compliance by school are summarised below in Table 15.

School engagement officers from ASP liaised with school staff to arrange timeslots for officers to come into schools and teach the second of the three PSHE lessons that made up the intervention.

In most cases, this approach worked well, and nearly all lessons were able to be taught as intended. However, there were a few cases at schools A and I, where police had to teach some or all lessons to pupils in an assembly format, either because there were not enough officers available to teach individual classes or because the timetabling of lessons didn't allow it. A combination of factors contributed to the challenge of covering all police-taught lessons, including the way in which officers were assigned to schools, the nonstandard hours that police work, the number of officers working on the project, the differences in schools' responsiveness to communication with the officers and with the research team, the way in which PSHE was timetabled at schools, and the time pressure to have all lessons delivered with enough time in the school year for endline survey data to be collected at schools.

Many of the schools involved in the trial timetabled whole year groups, or in some cases the whole school, to have PSHE at the same time each week. This meant that in order for a single police officer to deliver their lessons to two year groups of eight classes each, it would take sixteen weeks.

School engagement officers were each assigned to specific schools and were originally intended to only teach classes at their assigned schools. It soon became apparent, however, that due to the timetabling challenges described above, officers would need to team up to teach classes that met simultaneously. There was an adjustment period during which officers started working together to solve scheduling challenges in partnership with the Police Chief Inspector and others, and the research team assisted in liaising between officers and between officers and schools.

As mentioned, there were only three officers assigned to the trial, and all of them had non-traditional work schedules (e.g. a particular weekday regularly set aside as a rest day to compensate for evening or weekend work). This meant that officers often had days of the week where they could not accommodate teaching, but they had days in their week where they were available to teach that were not utilised because of the PSHE timetabling. At various points, the research team stepped in to liaise between officers to have them cover for each other so that multiple lessons could be taught in a school at the same time, and so that we could offer schools officer-taught lessons on all days of the week. At school A, Year 11 was particularly difficult to treat because their time was protected from May so that pupils could turn their full focus to their upcoming GCSE exams. This meant that even with improved officer availability and communication, Year 11 had to be treated in assembly-style classes. Communication with school I was more difficult than with some of the other schools, so to ensure all treatment classes were taught, the classes had to be merged and be taught assembly-style.

For the efficient scheduling of police inputs in an efficacy trial, the research team will liaise with schools and officers as we did in the pilot. We will also collect details of schools' timetables and officers' work schedules immediately after recruitment so we can begin scheduling lessons as early as possible.

Table 15. Year group treatment and compliance, by school

School	Treatment assignment	Treatment actual	Compliance (%)	~Pupils treated	Notes
A	8, 11	8, 11	100%	550	Delivered Year 11 police lessons in an assembly format due to scheduling challenges
B	9, 10	9, 10	100%	443	-
C	7, 9	7, 9	100%	289	-
D	7, 9, 10	7, 9, 10	100%	817	-
E	8, 9	9	50%	185	The school elected to drop Year 8 classes due to timetabling challenges
F	9, 10	9, 10	100%	268	-
G	7, 8, 9	7, 8, 9	50%	710	Misunderstood treatment assignment; only delivered lessons to half of the classrooms within the treated year groups
H	7, 10	7, 10	100%	416	-
I	8, 9, 10	8, 9, 10	100%	450	Delivered police lessons in an assembly format due to scheduling challenges
Totals	21	20	89% (avg)	4128	

RQ6: Can baseline survey data be collected?

We are able to collect baseline survey data from schools as necessary (RQ6)

- RED: Less than 80% of schools allow data collection at baseline
- AMBER: 80-90% of schools allow data collection at baseline
- **GREEN: 90-100% of schools allow data collection at baseline**

All schools allowed data collection at baseline, however, as stated elsewhere and below, we underperformed in terms of pupils completing baseline surveys. All schools (100%) did participate in baseline survey data collection, providing indication that baseline surveys were deemed acceptable by school senior leadership teams, parents, and pupils in general.

RQ7: Can endline survey data be collected?

We are able to collect endline survey data from schools for a minimum of 60% of pupils (RQ7).

- **Red: <60% endline data collection**
- Amber: 60–74% data collection at endline
- Green: 75%+ data collection at endline

In total, we were only able to access endline survey data for 55.3% of pupils who completed the baseline. This is due to a host of factors, including:

- Year 11s were extremely difficult to access for the endline (n=16) due to their GCSE examination schedules and their summer term concluding earlier than that of other years. If we adjust our sample and exclude Year 11s, our endline response rate increases to just over 60%. This is still quite low, and there are additional reasons behind the low response rate, detailed below.
- School F is a private, independent school and ends its school year earlier than the others. While they were given their endline survey link in adequate time, the data collection was overlooked by the PSHE lead and the research team.
- There is some indication that many teachers and pupils were not clear on the importance of completing the endline survey, especially when it looked virtually the same as the baseline. Therefore, it was overlooked in some classrooms.
- We had higher rates of non-consenting (N/C below) pupils for the endline survey; this may be related to the same challenge of pupils not being clear on the role of the endline.
- In general, schools with print surveys (schools A, B, C, E and G) performed better than schools with digital surveys. In the end, we collected 1,855 responses via paper and 609 responses via digital means. We theorise that because the schools using paper required more logistical support than those using digital and because the paper surveys were more easily tracked by PSHE leads at schools (schools with digital surveys could not see their own completion rates), these schools were more successful in getting responses.

Table 16. Baseline and endline data collected at each school

School	Treatment years	Total enrols	Total Baseline	Total Endline	Treatment Baseline	Treatment Endline	Control Baseline	Control Endline	N/C Baseline	N/C Endline
A	8, 11	1,336	64.7%	59.3%	65.3%	43.5%	64.4%	70.6%	11.0%	20.2%
B	9, 10	886	64.7%	86.4%	68.6%	78.9%	60.7%	94.8%	11.4%	18.3%
C	7, 9	662	66.2%	57.1%	70.2%	56.7%	63.0%	57.4%	10.1%	12.6%
D	7, 9, 10	1,384	40.1%	80.4%	45.3%	99.5%	32.6%	42.2%	12.4%	26.3%
E	9	727	70.6%	84.7%	57.3%	91.5%	75.1%	82.5%	17.7%	28.9%
F	9, 10	536	46.5%	10.1%	53.4%	0.0%	39.6%	21.7%	2.2%	4.2%
G	7, 8, 9	1,182	37.1%	52.6%	49.3%	35.1%	18.9%	121.3%	4.5%	11.2%
H	7, 10	1,040	65.0%	15.7%	88.9%	22.7%	49.0%	7.2%	4.3%	1.9%
I	8, 9, 10	747	19.3%	23.6%	19.1%	39.5%	19.5%	0.0%	6.7%	24.4%
Total	**20**	**8500**	**52.4%**	**55.3%**	**55.5%**	**53.1%**	**49.4%**	**57.7%**	**9.1%**	**20.3%**

Given the response rates, we were concerned that our sample may be biased due to the systematic exclusion of certain groups. This would be particularly problematic for ethnicity since this is a key area of enquiry for us. We compared the proportional enrolments by school and ethnicity with the self-reported ethnicities from the baseline and endline surveys to see if there are any major discrepancies. We did not find any statistically or qualitatively significant differences between the known enrolments and the sampled pupils in terms of ethnicity.

RQ8: Can administrative data be accessed?

We are able to access relevant administrative data from the partner constabulary within three months of the end of the pilot trial. (RQ8)

- Red: We are not able to access the data
- **Green: We are able to access the data**

We worked closely with the ASP Chief Inspector to identify the relevant administrative data, as discussed in the Outcomes and Data Collection section above. Once we deemed that it would be feasible to transfer the data collected safely and anonymously, ASP conducted a Data Protection Impact Assessment in order to ensure the safe use and storage of the data. Another key input from ASP was the set-up of a weekly data meeting, whereby team leads in Bristol and South Gloucestershire reviewed any incident data that related to pupils within the study's age range and ensured that these cases all included the young people's school enrolments (if not, they would follow up with the relevant officer to add this information to the record). This extra administrative work allowed us to have more confidence that we are capturing crime/victim data for as many pupils in our sample as possible, rather than simply capturing incidents that happened on school grounds, for instance. This does mean, however, that we are undercounting incidents from historical data prior to the start of the intervention.

RQ10: Is there evidence of spillovers between school years within the same school?

To assess spillover, we regressed trust and confidence in police outcomes on treatment dosage (operationalised by the number of years treated within a school) for the control sample in the endline data, roughly following the method used by Crépon et al. (2013) to understand dosage impacts on control groups. We found no evidence of spillover from this analysis (regression outputs can be found in Appendix N), though it should be noted that this approach is quite exploratory and should be interpreted cautiously (i.e. we cannot fully rule out the existence of spillover effects).

In an efficacy trial, we would expand upon this work by asking all pupils, irrespective of treatment status, the post-intervention questions below (see Figure 8), to understand whether control pupils' perceptions of police changed by having police deliver lessons to other classroom years. We would also recommend qualitative work to examine how different year groups interact with each other both inside and outside of school.

Figure 8. Question 62 from the police in classrooms pupil endline survey

Q62 To what extent do you feel that?

	Not at all (1)	Slightly (2)	Moderately (3)	Very (4)	Extremely (5)
Your school police officer knows who you are (1)	○	○	○	○	○
Your school police officer is part of the school (2)	○	○	○	○	○
Your police officer monitors pupils in your school (3)	○	○	○	○	○
Your school police officer treats all students the same (4)	○	○	○	○	○

RQ12: Is there indicative evidence of harm (e.g. pupils' feelings of being unsafe) from receiving or not receiving the intervention?

There is no evidence of substantial adverse effects (i.e. never events, such as significant injury to pupils, school staff or police as a result of involvement in the trial) during the period of the pilot trial that would render it unethical to continue to a full trial.

- Red: more than five never events
- Amber: three to five never events
- **Green: fewer than three never events**

No substantial adverse effects of trial participation were reported to or detected by the research team. Safeguarding during the trial was discussed with all schools during the onboarding stage, and we kept in close contact with schools and ASP officers throughout the trial. No injuries or distress among pupils, teachers or police officers were reported during the trial period.

We also did not detect substantial evidence of harm in our data collection methods, such as through the endline pupil survey or through focus groups with the participating trial schools. Outside of the pilot trial sample (i.e. PiCl CO), we did collect some evidence of discomfort with police-taught lessons in a pupil focus group, which can be found in the transcript below. Key words like triggering and intimidating could signal a general discomfort with both the material of lessons and the police officers delivering the lessons.

Box 1. Transcript of Pupil Focus Group (In-Depth Work), on PiCl CO

> P3: They're, kind of, like, always about, like, serious subjects. So, like, we had county lines once and, like, SC … no …
>
> P2: Sex stuff
>
> P3: Yeah, that and child sexual exploitation; that was a … that was the acronym I was trying to think of. I always find them quite boring and triggering.
>
> I: Yeah, okay. Is there any way, do you think, they could be, like, delivered that would be less, like, upsetting?
>
> P3: Less tone. Like, less … like, it's a serious subject, but there needs to be, sort of, like, a … it's quite intimidating.
>
> I: Okay, yeah. Do you think there's, like, anything in particular [that] would work to, like, make it less intimidating?
>
> P3: Maybe less, like … maybe letting people, kind of, react in the way that they want to react to anything. Because it's, like, a no-laughter zone and stuff like that. Like, laughter isn't appreciated, but also if that's how people are going to react, that's how they're going to react.

RQ13: Can appropriate data be collected to enable subgroup analyses in order to systematically examine how different diversity factors among pupils, such as sex (biological), gender identity, race and ethnicity, influence the measured effects of the intervention?

As discussed in the Subgroup Analysis: Race/Ethnicity Categories section, we are interested in the feasibility of collecting data identity markers, particularly on ethnicity and gender lines. Running subgroup analyses depends on accessing this data reliably in the police administrative data and the pupil surveys.

We found that collecting these data were feasible in the pilot. Police administrative data contained the following diversity variables for both suspects and victims: sex, perceived ethnicity and self-identified ethnicity.

Pupil baseline and endline surveys were comparatively more comprehensive in collecting pupil diversity variables, including sex, gender (including trans/non-binary), more options for ethnicity categories (see the Subgroup Analysis section in Methods for full breakdown), whether pupils were free school meals recipients, and whether they identified as having a disability. The majority of pupils provided responses to these questions, giving us some assurance that these questions are considered acceptable to pupils. The percentage breakdowns of children not providing this information are provided in Table 17 below (note that the percentage for ethnicity also includes "Any other", and free school meals also includes "Do not know").

Table 17. Pupils selecting "prefer not to say" on demographics questions

	Sex	Gender	Ethnicity	Free school meals	Disability
Baseline	2.0%	1.4%	11.0%	16.6%	10.0%

Endline	1.4%	1.2%	11.4%	17.6%	12.5%

Evidence of promise

RQ11: Is there indicative evidence of promise of the PiCl PSHE intervention?

Police data analysis

Our main analysis considers rates of offending and victimhood among pupils enrolled in our sample. Below is a summary of the table of counts for each outcome within the trial period (Feb–July 2024) and the year prior to the trial (Feb 2023–Jan 2024):

Table 18. Offences and victimhood from police data

	Offenses	Victims
Trial period (Feb–Jul 2024)	24	7
Prior year (Feb 2023–Jan 2024)	101	15
Total	**125**	**22**

Recalling that the total enrolment in our sample is 8,500 pupils, the low incident rates pose a significant challenge for detecting meaningful variations attributable to the intervention. These low rates are due to a few key things: first, incidents of offending and victimhood (or at least police detection of them) within our target age range are rare; second, our sample is small and insufficiently powered; and third, our data collection window is short. None of these come as surprises; rather, they reflect the fact that this study is designed as a pilot in order to explore the feasibility of collecting this data, associating incidents with treatment and control states (i.e. tying incidents to schools and year groups), and running a regression analysis. While we present our analysis findings in accordance with the trial protocol, it is important to emphasise that the results are largely exploratory and should not be interpreted inferentially. A full-scale efficacy trial with a larger sample and extended data collection period will be required to generate robust, generalisable conclusions.

Tables 19 and 20 below show the results of our aggregate main regression analyses, with the first set of tables corresponding to the offenses outcome and the second to the victims outcome. For each, we include six different models, with models one to three making use of only the experimental period data and models four to six using the period twelve months prior to the experimental period.

Within each grouping (excluding and including prior period data), three regressions were conducted. Regressions one and four are simple logistic regressions of the outcome in treatment status, with standard errors clustered at the level of the school/year group pair (at which level randomisation occurs). Regressions two and five report results controlling for school year group, while regressions three and six control for school fixed effects.

As can be seen from the sample sizes of these various regressions, substantial observations are lost due to collinearity between the fixed effects and outcomes. This is substantially, but not fully, mitigated in the panel data set used in models four to six due to the larger number of incidents that occur within the larger data set.

None of these models estimates the full regression as specified in the initial trial protocol. This is due to the scale of collinearity when running a model like this with such scant occurrences of the binary outcome

measure. As such, in the context of the pilot, it appears that the original regression model is over-specified. This is not surprising, given that we knew going in that our pilot was insufficiently powered to detect effects and with the larger intention of pooling the data should the efficacy trial proceed.

Unsurprisingly, given the scale of the data set used here compared with an efficacy trial data set, the findings are inconclusive. Our full sample regression models for offences yield negative point estimates, but this is far from statistically significant at conventional levels (p=0.7), whereas victimhood appears to have positive point estimates for treatment, but again, the standard errors are so large that the estimate should not be considered robust. This point estimate is different when we control for school year groups, but given the lack of any significant imbalance in year groups in our data, this is most likely due to the elimination of sample size and some entire year groups due to collinearity.

Table 19. Offending regression analysis

Logistic regression analysis – offending						
	(1)	(2)	(3)	(4)	(5)	(6)
Treatment	−0.300	0.801	−0.370	−0.300	0.471	−0.136
	[1.042]	[0.507]	[1.142]	[1.035]	[0.662]	[1.046]
Experimental period				−1.595*	−1.700**	−1.614*
				[0.726]	[0.611]	[0.778]
Regression constant	−6.076***	−4.629***	−5.714***	−4.481***	−3.042***	−3.769***
	[0.614]	[0.504]	[0.803]	[0.393]	[0.415]	[0.395]
Controls for		Year group	School		Time period, year group	Time period, school
N	8,484	2,996	4,129	17,508	13,910	11,887

Standard errors in brackets
* $p<0.05$, ** $p<0.01$, *** $p<0.001$

Table 20. Victimhood regression analysis

Logistic Regression Analysis - Victimhood						
	(1)	(2)	(3)	(4)	(5)	(6)
Treatment	1.668	1.250	1.206	1.668	1.911	1.634
	[1.399]	[1.126]	[1.445]	[1.390]	[1.263]	[1.351]

Experimental period				−1.984	−1.957	−1.997
				[1.123]	[1.060]	[1.144]
Regression constant	−8.381***	−7.542***	−5.880***	−6.397***	−5.274***	−5.207***
	[0.974]	[1.324]	[1.046]	[0.569]	[0.760]	[0.633]
Controls for		Year group	School		Time period, year group	Time period, school
N	8,485	3,077	2,132	17,501	10,199	7,221

Standard errors in brackets
* p<0.05, ** p<0.01, *** p<0.001

Pupil survey analysis of secondary outcomes

Table 21 displays the descriptive statistics for the baseline and endline pupil survey data.

Table 21: Summary of survey responses

	Baseline (n)	Percent	Endline (n)	Percent
School				
A	865	19.4	513	20.8
B	573	12.9	495	20.1
C	438	9.8	250	10.1
D	555	12.5	446	18.1
E	513	11.5	366	14.9
F	249	5.6	23	0.9
G	439	9.9	231	9.4
H	676	15.2	106	4.3
I	144	3.2	34	1.4
Total	4,452	100	2,464	100
Year				
7	1,043	23.5	569	23.3
8	1,061	23.9	598	24.5
9	947	21.4	632	25.9
10	984	22.2	628	25.7
11	396	8.9	16	0.7
Total	4,431	100	2,443	100
Gender				

	Baseline		Endline	
	(n)	Percent	(n)	Percent
Boy/man	2,352	53.1	1,225	50.4
Girl/woman	1,888	42.6	1,105	45.4
Non-binary	32	0.7	15	0.6
Trans boy/man	21	0.5	17	0.7
Trans girl/woman	9	0.2	6	0.2
Prefer to self-identify	60	1.4	29	1.2
Prefer not to say	71	1.6	35	1.4
Total	4,433	100	2,432	100
Sex				
Male	2,354	53.2	1,239	50.8
Female	1,941	43.9	1,141	46.8
Other	41	0.9	22	0.9
Prefer not to say	90	2	35	1.4
Total	4,426	100	2,437	100
Free meal				
Yes	925	22.9	543	23.8
No	2,445	60.5	1,339	58.7
Do not know	618	15.3	371	16.3
Prefer not to say	51	1.3	29	1.3
Total	4,039	100	2,282	100
Disability				
Yes	435	10	251	10.4
No	3,485	80	1,851	77.1
Prefer not to say	436	10	300	12.5
Total	4,356	100	2,402	100
Ethnicity				
White	2,956	67.6	1,607	67.6
Black	417	9.5	227	9.5
South Asian	354	8.1	190	8
East Asian	131	3	64	2.7
Arab	36	0.8	19	0.8
Not stated	252	5.8	148	6.2
Other	227	5.2	123	5.2
Total	4,373	100	2,378	100

Data were collected from nine schools via a baseline survey (n=4,452) and endline survey (n=2,464). Subsequently, the baseline and endline data were matched using the following process. Within a school and year, pupils had to match on at least three of the four main characteristics: two first initials, two surname initials, date of birth and sex. If only three of the four main characteristics matched, participants then had to match on all three of the variables of ethnicity, free meal and disability.

The digital survey scored significantly higher in matching compared to the paper survey. Within the matched dataset, 97% of the digital survey responses matched on all four main characteristics, while 58% of the paper surveys matched on all four main characteristics. This reflects the challenges in transcribing pupils'

handwriting from the paper surveys and the trouble pupils had in accurately inputting their dates of birth on the paper surveys, which did not include a date validation check, which was present in Qualtrics. Moving forward, we will utilise different criteria to match pupils (e.g. homeroom teachers' first names or number of siblings), which do not require pupils to share personal information, such as their dates of birth, or input free responses that could be misinterpreted in the data transcription stage.

Interpreting secondary outcome measures

Any analytical interpretation of outcome measures in this pilot study must be approached with extreme caution, reflecting the fact that this study is designed as a pilot in order to explore the feasibility of data collection and analysis rather than to measure intervention impact. While the limitations in interpreting the primary outcome analysis were driven by the data structure, the limitations of the secondary outcome analysis arose from low response rates and attrition after the student baseline survey. As we did with the police data analysis, we are still reporting our analysis findings here as we committed to doing in the trial protocol. However, these results should not be interpreted as providing inferential evidence of intervention effects. A fully powered efficacy trial will be necessary to generate robust, generalisable evidence of the impact of the intervention. As previously outlined in the Secondary outcome measures section, the pupil survey data reports on the following outcomes:

1) Pupils' trust and confidence in police, measured by the subscales:

   A) General attitudes towards police

   B) Perceptions of police bias

Lower scores correspond to positive feelings towards police.

2) Pupils' feelings of well-being and behaviours, measured by the SDQ total difficulties score. Higher scores correspond to higher difficulties.

The following SDQ subscales are also included as outcomes in the regression models:

A) Emotional symptoms
B) Conduct problems
C) Peer relationship problems
D) Prosocial behaviour
E) Internalising
F) Externalising

Higher scores correspond to more problems, except for prosocial, which is reversed.

Cross-sectional data (baseline and endline data independently analysed)

Table 22 displays the cross-sectional findings from the baseline and endline data.

Table 22. Pupil survey cross-sectional findings

	Baseline totals	Endline totals	Baseline treatment	Endline treatment	Baseline control	Endline control
Trust and confidence in police	Means	Means	Means	Means	Means	Means
General attitudes towards police	2.4	2.4	2.4	2.4	2.4	2.5
Perceptions of police bias	3	3	3	2.9	3	3

Role of police in schools	Freq %	Freq %	Freq %	Freq %	Freq %	Freq %
Do you agree or disagree with having police in schools?						
Agree	51	50	55	54	47	46
Disagree	11	9	9	8	12	11
Unsure	38	41	36	38	41	43
Would you change how police work in schools?						
Yes	14	13	12	13	15	14
No	22	25	23	30	21	21
Unsure	64	62	64	57	64	65
Are there good things that police do in school?						
Yes	57	56	59	61	55	51
No	6	5	6	4	6	6
Unsure	37	39	35	35	39	43
SDQ Scores	Means	Means	Means	Means	Means	Means
SDQ total difficulties	13.9	14.4	13.8	14.6	14	14.2
SQD emotional	3.9	4.1	3.9	4.2	4	4.1
SDQ conduct	2.6	2.6	2.6	2.6	2.6	2.6
SDQ ceer problem	2.3	2.4	2.3	2.4	2.4	2.4
SDQ prosocial	7	6.8	6.9	6.8	6.9	6.9
SDQ externalising	8	7.8	7.7	8	7.6	7.6
SDQ internalising	6.2	6.5	6.1	6.6	6.4	6.5

As exhibited by Table 22, pupils' trust and confidence in police, their opinions on the role of POLiS and their SDQ scores remained stable, with minimal variance between the baseline and endline data collection.

Longitudinal data (matched data analysed)

Tables 23–25 display cross-tabulations and chi-square tests assessing the relationship between pupils' opinions on the role of POLiS between the baseline and endline data in the matched sample.

Table 23. Cross-tabulations: "Do you agree or disagree with having police in schools?"

Endline	Baseline			
	Agree	Disagree	Unsure	Total
Agree	491	13	130	634
	72.6%	18.8%	29.6%	53.5%
Disagree	17	26	46	89
	2.5%	37.7%	10.5%	7.5%
Unsure	168	30	264	462
	24.9%	43.5%	60.0%	39.0%
Total	676	69	440	1,185
	57.0%	5.8%	37.1%	100%

p=0.00*** (*p<0.05, ** p<0.01, ***p<0.001)

In asking pupils, "Do you agree or disagree with having police in schools?", the majority of pupils who initially agreed with police presence at baseline continued to agree at endline, with 72.6% maintaining their position. Notably, 29.6% of those who were unsure at baseline shifted to agreement by endline, and 24.9% of students who agreed at baseline moved to unsure at endline. Only 2.5% of pupils transitioned from agreeing to disagreeing between the two surveys. Overall, over half (53.5%) of pupils agreed with having POLiS at endline, which represents a 3.5 percentage point reduction from 57.0% of pupils who agreed at baseline.

Table 24. Cross-tabulations: "Would you change how police work in schools?"

Endline	Baseline			
	Yes	No	Unsure	Total
Yes	58	25	71	154
	42.7%	10.3	8.8%	13.0%
No	24	122	153	299
	17.7%	50.2%	19.1%	25.3%
Unsure	54	96	579	729
	39.7%	39.5	72.1%	61.7%
Total	136	243	803	1,182
	100%	100%	100%	100%

p=0.00*** (*p<0.05, ** p<0.01, ***p<0.001)

In asking pupils, "Would you change how police work in schools?", responses were largely consistent between the two surveys, with 50.2% who answered "no" maintaining their stance, 42.7% who answered "yes" maintaining their stance and 72.1% who answered "unsure" maintaining their stance. However, of pupils were unsure at the baseline, 8.8% shifted to "yes" at endline, and 19.1% shifted to "no".

Table 25. Cross-tabulations: "Do you think there are good things police do in school?"

Endline	Baseline			
	Yes	No	Unsure	Total
Yes	490	11	170	671
	71.7%	23.9%	40.7%	58.5%
No	13	11	17	41
	1.9%	23.9%	4.1%	3.6%
Unsure	180	24	231	435
	26.4%	52.2%	55.3%	37.9%
Total	683	46	418	1,147
	100%	100%	100%	100%

p=0.00*** (*p<0.05, ** p<0.01, ***p<0.001)

In asking pupils, "Do you think there are good things police do in school?", 71.7% who answered "yes" at baseline maintained this response at endline, and 40.7% who were unsure shifted to "yes" at endline, indicating a movement towards a more positive police perception. In contrast, only 11 pupils reported "no" at baseline and endline, with a total of 3.6% of pupils reporting they did not think there were good things police do in school. 52.2% of pupils who initially responded "no" moved to "unsure" by endline, suggesting some softening of negative perceptions.

All cross-tabulation tables highlight a substantial portion of pupils who are unsure of the role police play in schools or how it could be changed.

Table 26 displays the results of the regression model for the three main secondary outcomes: general attitudes towards police, perceptions of police bias and total SDQ difficulties scores. The regressions controlled for year, sex, ethnicity, gender, disability, free school meal status and missing baseline scores.

Table 26. Treatment effect on secondary outcomes

	Endline general attitudes towards police	Endline perceptions of police bias	Endline SDQ total difficulties scores
Baseline scores	0.68*** (0.02)	0.62*** (0.03)	0.65*** (0.02)
Intention to treat	–0.06 (0.03)	–0.10 (0.07)	0.16 (0.30)
Constant	0.76*** (0.10)	1.04*** (0.12)	6.93*** (0.42)
Observations	2,047	2,094	1,928

Standard errors in parentheses
*p<0.05, **p<0.01, ***p<0.001

The results show no significant impact of the intervention on general attitudes towards police, perceptions of police bias or SDQ total difficulties scores at conventional levels (p<0.05); however, there is some indication that the intervention did have some effect in improving attitudes towards the police by 0.06 points if we relax the significance threshold slightly. This is to be expected, given that this is only a pilot trial with a sample that is not sufficiently powered.

Table 27 displays the results of the regression models for the SDQ subscales, including emotional symptoms, conduct problems, peer problems, prosocial behaviour, externalising and internalising.

Table 27. Treatment effect on the Strengths and Difficulties Questionnaire (SDQ) subscales

	SDQ emotional symptoms	SDQ conduct problems	SDQ peer problems	SDQ prosocial behaviour	SDQ externalising	SDQ internalising
Baseline scores	0.59*** (0.03)	0.57*** (0.02)	0.56*** (0.03)	0.60*** (0.03)	0.66*** (0.02)	0.63*** (0.03)
Intention to treat	−0.04 (0.10)	0.03 (0.09)	0.01 (0.07)	−0.07 (0.11)	0.20 (0.18)	−0.04 (0.17)
Constant	1.69*** (0.22)	1.97*** (0.15)	1.42*** (0.14)	2.71*** (0.29)	4.41*** (0.33)	2.69*** (0.24)
Observations N	2,029	2,020	2,020	2,038	1,987	1,990

Standard errors in parentheses

*p<0.05, **p<0.01, ***p<0.001

The results indicate no significant impact of the intervention on any of the SDQ subscales. However, with our current sample size, we do not have sufficient statistical power to be completely confident in this: an efficacy trial with a larger sample size will enable us to draw more concrete conclusions.

Interactions between the treatment and sex variables, as well as the treatment and ethnicity variables, were analysed across the three main secondary outcome measures (i.e. general attitudes towards police, perceptions of police bias and SDQ total difficulties scores). The analysis revealed a statistically significant negative interaction effect on general attitudes towards police for Black pupils compared to White pupils, suggesting that the intervention could lead to a widening gap in trust and confidence in police for these pupils compared to their white peers. However, given the small sample of Black pupils and that this is only a pilot trial with a small number of randomisation units, this result should be interpreted with caution. The interaction analysis also found evidence that compared to males, females in the treatment group showed a statistically significant increase in SDQ total difficulties scores, which should be further explored with a larger sample.

Participation in the IPE

Data collection activities involved the following participants:

Police: one school police officer was observed conducting their PiCl role; two out of three police officers completed the police officer survey; 75 police officers took part in focus groups.

School staff: 15 school staff participated in interviews, 23 participated in focus groups and school staff from four out of nine schools completed the school staff survey.

School pupils: 74 pupils participated in 14 focus groups. 2,464 pupils from nine schools who completed the pupil endline survey were included in the IPE.

Answering the research questions (RQs 14–18)

RQ14: How is the PSHE intervention model operationalised and delivered in classrooms?

The PSHE model was delivered in one urban locality within a large police force, comprising more than 3,500 police officers, PCSOs and special constables. Police officers delivering it were all part of the same locality team. Training specific to the suite of lessons being piloted was delivered before lesson delivery commenced by an independent PSHE consultant and a police officer from another police force who specialised in PSHE lesson delivery. More details on the process of training officers, the lesson plans and coordination are provided in the Intervention section of this report.

Training was a two-day workshop and included an overview of PSHE as a subject, its scope, aims and partial statutory status within the curriculum; a reflective discussion of where the police may (or may not) fit into a school-based education programme (including references to evidence from existing studies); an outline of educational theory and pedagogy; a run-through of the lesson plans and a reflection on how they may differ from previously delivered lessons and assemblies; various roleplays and situation-based examples pertaining to pupil engagement and interaction; and an opportunity to deliver a lesson and receive peer feedback. The training workshop was open to all officers in the intervention police force, and, therefore, school police officers from localities not receiving the intervention also participated, although they were not permitted to deliver the lessons they were trained in while the trial was being piloted. This proved frustrating for some officers, who were eager to use the training they had developed during the trial period:

> "I do find it a shame that when we attended the sessions at headquarters, which you were at, that we had a classroom of people, many of whom, or some of whom, you know, beat managers who were quite enthusiastic about teaching, but they're not being utilised for this teaching trial. I know that myself and [name] and [name] have more experience than the rest of them, but it seems like we should be tapping into that as an extra resource really". (Police focus group 3)

The model was delivered in nine schools by a team of three schools police officers, all belonging to the early intervention team in one local authority area in the pilot intervention police force. This team was managed/coordinated by a senior officer (DCI) in charge of the Early Intervention, Crime Prevention and Licensing teams. Police officers were assigned to three or four schools each, although in practice, the way

officers covered schools was more fluid than this. For example, one focus group participant noted, "I think all three of us taught yesterday, and it … it seemed to go down quite well" (Police focus group 3).

Coordinating officer availability and PSHE lesson times presented a challenge due to demand and the limited capacity of the school police team. One police officer suggested that activities should be coordinated by local supervisors rather than the schools officers themselves "because … you could have requests across the whole of [city] from about 20 schools wanting different things". They went on to add,

> *"Even doing this trial now, we are struggling to, kind of, coordinate amongst ourselves shared diaries, obviously the agenda of the schools versus our agenda. These things need managing by supervisors locally, and I'm not sure what happens across the rest of the country, but locally, that task of doing the logistics and the resourcing is based upon schools police officers, which eats into our … time".* (Police focus group 3)

These logistical challenges seemed to play out in lesson delivery. During the pilot observation, the officer had to wait at reception after arriving and was then chaperoned into the classroom only a minute or two before the lesson start time. The officer was then briefly introduced to the form teacher and pupils by the PSHE lead, who chaperoned him to the room and then left. Box 2 gives a summary of the session based on the field notes recorded by the researcher doing the observation.

Box 2: Summary Notes From Observed Session

A form teacher was present in the classroom. There was very little interaction between the teacher and the officer, but the teacher was involved in helping to hand out worksheets at the start and moved around the class, encouraging small-group discussion throughout. There was no requirement during the observed lesson for either the teacher or the officer to engage in behaviour management. It was noted that the officer referred to the Year 10 class as Year 9s for the majority of the lesson, with the teacher being seemingly reluctant to correct him even after pupils suggested he should. When the officer found out that they were Year 10, he apologised and joked that they were "allowed to tell [him] off".

At the beginning, the officer introduced himself and provided a brief overview of his policing career. In doing so, he acknowledged his uniform and full personal protective equipment, suggesting that if there was time at the end, he would show the class in more detail. He then introduced the lesson topic – Knife crime and the law – setting the agenda as being informative and not intending to scare anyone.

Throughout the lesson, the officer referred to the PowerPoint on the board, going through clear learning objectives to begin and identifying the tangible outcomes of the lesson. He set the tone by producing a blank screen with the title "Ground Rules" and explaining that there were no ground rules and that the only requirement was to respect each other and encourage honest discussion.

The main body of the lesson comprised whole-class discussions that sought to challenge opinion statements on knives and small group scenario-based discussions, with feedback to the class to encourage further discussion. While the scenarios were somewhat generic and the worksheets illustrated with stock photos, the officer used his own knowledge and experience to dispel some myths about the extent of knife carrying, as well as discussing some of the nuances in enforcing the law. The lesson ended with a provoked discussion of different consequences of knife crime, including legal, physical, emotional and social consequences, and an exercise that required pupils to rank responses to knife crime, with the officer again sharing his practical expertise on the effectiveness of these responses.

The session ended with the officer fielding a question-and-answer session, answering questions about police protocol around using weapons. This segued into a 'show and tell' of the police uniform and personal protective equipment, which involved an explanation of radio and bodycam technology as well as a disclosure of how rare it is to use batons and handcuffs. He used this opportunity to articulate a preference for de-escalation techniques as opposed to physical force.

RQs 15 and 16: Can we collect sufficient data about the extent to which the PSHE PiCl intervention is implemented as intended and variations between forces and schools?

It was possible to collect sufficient data about the extent to which the PSHE PiCl intervention was implemented as intended at the school level through class observations, fidelity checklists and school staff and police surveys. The fidelity of the number and type of lesson delivery was high, with only one lesson in one school being delivered by a member of school staff instead of a police officer. Among the schools that completed the IPE survey, responses suggest that all lessons were delivered to the recommended year groups in each school, and all three lessons were delivered for each topic. A total of 66% (2/3) and 44% (4/9) of police officers and school staff, respectively, completed surveys. As surveys were conducted very close to the end of the term, there was no opportunity to send reminder prompts for school responses; hence, we expect that response rates would be much higher if surveys are distributed further in advance of the end of the term. As PiCl PSHE was only trialled in one police force area, it was not possible to compare delivery between forces.

Table 28. Intervention fidelity

Fidelity measure	School 1 N (%)	School 2 N (%)	School 3 N (%)	School 4 N (%)
Topics (units) delivered	3	3	3	2
Lessons delivered	9/9 (100%)	9/9 (100%)	9/9 (100%)	6/6 (100%)
Lessons delivered by the intended person	9/9 (100%)	9/9 (100%)	8/9 (88.9%)	6/6 (100%)
Lessons delivered to the correct year groups	9/9 (100%)	9/9 (100%)	data incomplete	6/6 (100%)

We are able to access PiCl intervention delivery data from police forces and schools (what is delivered, when to whom, i.e. which year groups and classes) (RQ15, RQ16)

- Red: we accessed this information for <50% of schools.
- Amber: we accessed this information for 50–69% of schools.
- **Green: we accessed this information for at least 70% of schools.**

We received completed surveys back from 55% of schools. This was lower than we would have liked, as the end of the school year made us unable to follow up with our school contacts. This was mitigated by our close contact with schools and ASP officers throughout the trial period, so we have accurate and extensive records

of how the PiCl intervention was delivered in schools. We were able to run a focus group with the ASP officers who delivered the intervention in the schools.

RQ17: What evidence is there for (and against) the mechanisms of change as set out in the logic model for the PSHE PiCl intervention?

The initial logic model was broadly supported by the analysis, which suggests there is an adequate level of clarity about the aims and methods of the intervention and the mechanisms through which it is thought to operate. Some minor changes have been made, as described in the Feasibility section of this report, and an updated logic model is available (see Figure 6). This section summarises the evidence gathered to support the main mechanisms outlined:

- Trust and confidence in the police
- Disclosure and help seeking
- Deterrence

Trust and confidence

Pupils feel more familiar/comfortable with the police

The notion that familiarity with the school officer made pupils feel more comfortable sharing things with them was supported by pupils.

> *"If you're trying to go to him because you've known him for longer, you feel more comfortable than, like, if you were going to another person who you don't know, maybe you wouldn't be as [comfortable] … sharing things"*. (Pupil focus group 5)

Familiarity was not the only factor here, and there was some evidence that the officer displaying a fair and positive attitude when explaining police practice was also important. This gave pupils a sense of how the officer would respond, which quelled anxieties, making them more likely to feel comfortable going to the officer for help.

> *"It helps you understand what type of person he is and the way he reacts to things. So, I think it brings some form of comfort talking to him because it doesn't make you feel like you're being put into pressure for it, doesn't make you feel scared to do it; it just makes you think, 'Well, I know what he's like; I know what he might say, so why not just do it?' And I think it's really helpful for some people"*. (Pupil focus group 5)

Pupils better understand police actions in the community

Pupils often expressed that their perceptions of the police were based on violent media imagery and that their schools police officer demonstrated both explicitly (through formal engagement sessions explaining the role of the police) and implicitly (through everyday positive and friendly conduct) a different image of the police. In a conversation during one of the focus groups, two pupils explained how this made them feel safer:

> *"I think the good thing is I used to go to London a lot as, like, a little child, and whenever I used to come out of the train station, you'd always see police officers there with … like, all suited up, and I was literally scared; I was petrified, and I'd be asking my mum and dad, like, 'Why are they here, like why … like, why is it like this?' But having a police officer coming into assemblies has, like, making … made me feel*

a bit more safe and thinking they're actually … you know, they're here, they're … obviously, their purpose is, you know, to protect us. Obviously now, when I go to London I'm not as scared". (Pupil focus group 11)

"I can definitely relate to that because also as a young child, watching the news and seeing the police … not even just in England, like everywhere, with big riots and stuff, [gave me] not a very good image of the police. Whereas [school police officer], kind of, made me realise that it's not always like that; in fact, it's rarely like that unless it's, like, a last resort. And so, it's kind of made me realise … it won't happen to me because I would never go that far or anywhere near it". (Pupil focus group 11)

Pupils have confidence in police expertise/ability to help

For some pupils, this went further than simply reducing the fear associated with the police. It increased their confidence in the help police officers could provide and the clarity they could offer around what behaviour might be acceptable and unacceptable. One officer was described as explaining "what you can't do" and that "if you are concerned about something, he does give you a website or a phone number" (pupil focus group 5).

Confidence in police expertise was reflected by the fact that over 81.2% (710/874) of pupils thought that the police officer was the right person to deliver the PSHE lesson, and only 7.0% (61/874) thought that it should be delivered by someone else. The Likert scale bar chart in Figure 9 visualises this split, with "unsures" in the middle.

Figure 9. Pupils' opinions of who should deliver the PSHE lesson
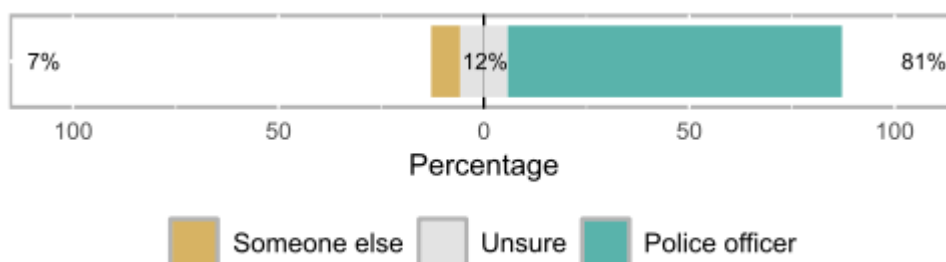
Note: figure based on data from the pupil endline survey, among pupils had responded "yes" or "unsure" to having had a PSHE lesson delivered by a police officer.

Furthermore, the majority of pupils (61.1%, 538/880) felt that the lesson was either very or extremely important, emphasising the value placed on what the police officer had to say.

Figure 10. The extent to which pupils think the lesson was important, easy to understand, informative and interesting.
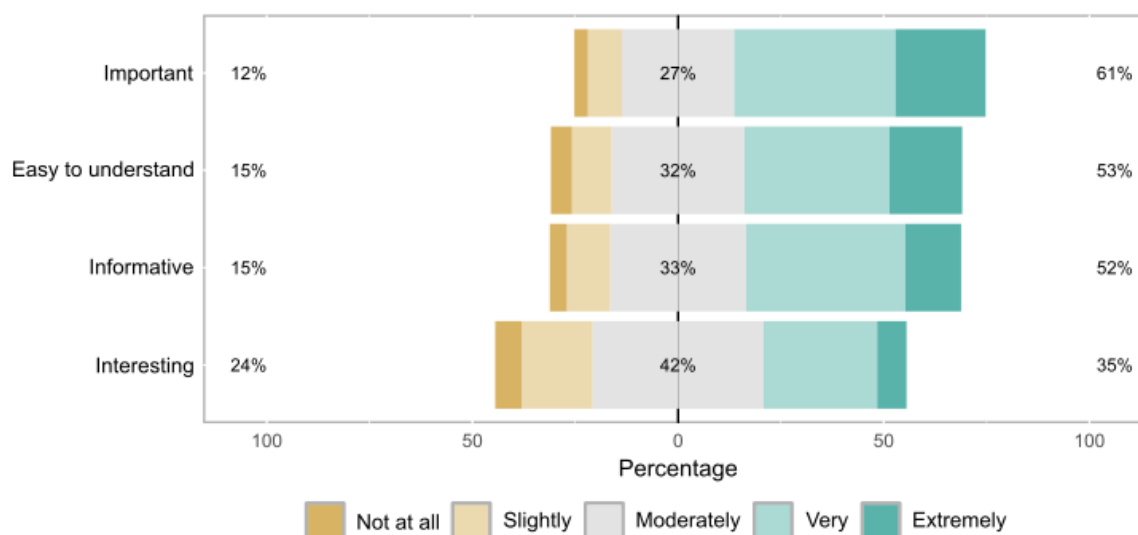
Note: figure based on data from pupil endline survey, among pupils had responded "yes" or "unsure" to having had a PSHE lesson delivered by a police officer.

Pupils learn to trust the police

A small number of pupils who agreed with having police work in schools wrote that they chose this answer because they thought it would help build trust in the police. For example, one explained, "We need them in school to help us learn about them and trust them." And another noted, "It educates people and builds trust between the police and the community"

For one pupil, the officer not being part of the school made them a better source of support because they trusted them to understand their perspectives better than the school staff might.

> *"I feel like it's better going to [the police officer] because, like, some people can't always trust the school because I feel like sometimes schools don't voice students' opinion, and I feel like it's just like … it's easier to talk to someone that's, like, not part of the school but is part of the school, and it's just easier to get your, like, voice out".* (Pupil focus group 7)

However, the proportion of pupils who agreed or strongly agreed with the statement "The police are trustworthy" was similar at baseline and endline (see Figure 11), indicating that the PSHE lessons did not substantially impact pupils' sense of trust in the police.

Figure 11. The extent to which pupils agreed that "the police are trustworthy"
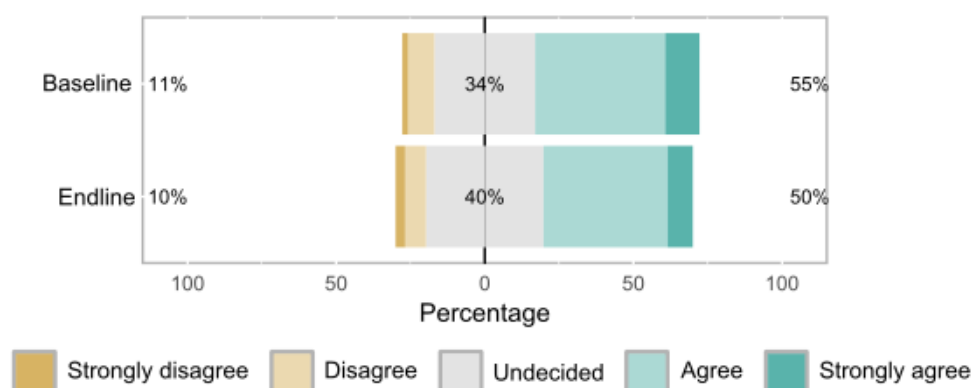
Note: figure based on matched data from pupil baseline and endline surveys (n=1,307)

There are various explanations for this. It may simply be that the PSHE lessons do not increase trust in the police. However, it could be due to the relatively brief amount of exposure to the police officers or that the pupils already knew the officers. Pupils from a different police force area (who did not take the survey) highlighted how it takes time to build trust and that trust is an individual (rather than institutional) concept for many pupils.

> *Interviewer: But if [name] was to retire tomorrow and bring someone new in, do you think you'd trust them as well?*
>
> *Pupil 2: I'd say not at first. I think a lot of people do things differently. Let's say you're talking about a private matter; obviously, it's confidential. You shouldn't be telling anyone, but I know some people don't follow … that, and they would tell people, which would then trace back to you. And I think after a while, once you get to know them, that's where you become comfortable because like I said before, they get … it's quite diverse, the amount of people there are and how they react to things and their opinions. So, they could be quite rude about it or make you feel worse about whatever you'd done.* (Pupil focus group 5)

This suggests that the trust earned by one officer may not necessarily extend to other police officers and highlights the need to examine both the recruitment and individual characteristics of officers in the full trial IPE.
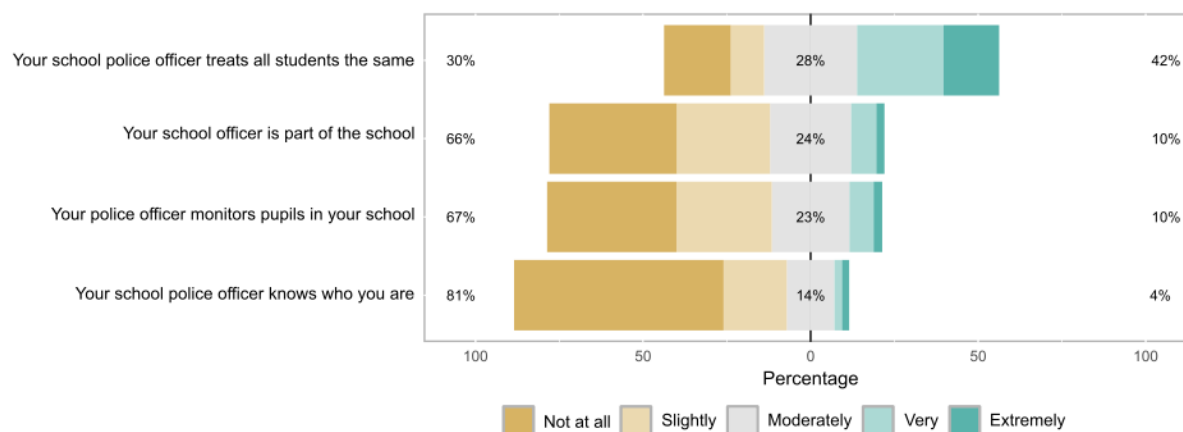
Deterrence

A number of themes in the analysis relate to a deterrent effect, though deterrence was not as strong a theme as other aspects. As there was no data that refuted the notion of deterrence, and it is still logical to assume some deterrent effect from the data gathered, this remains in the updated logic model.

Pupils are more conscious of being recognised when offending

The majority (62.5%, 527/843) of pupils did not feel that their school police officer knew who they were at all. However, 4.4% (37/843) felt very much or extremely that their officer knew who they were, and this may be the group for whom deterrence is most relevant.

**Figure 12. Pupils' opinions about the school officer**

Pupils better understand the consequences of their own behaviour

Just under one-fifth (19.3%, 169/874) of pupils said that they would change their behaviour as a result of the PiCl PSHE lesson, which supports the idea that recipients of the PSHE lessons may think differently about the issues covered.

Figure 13. Percentage of pupils who would change what they do because of the PSHE lesson
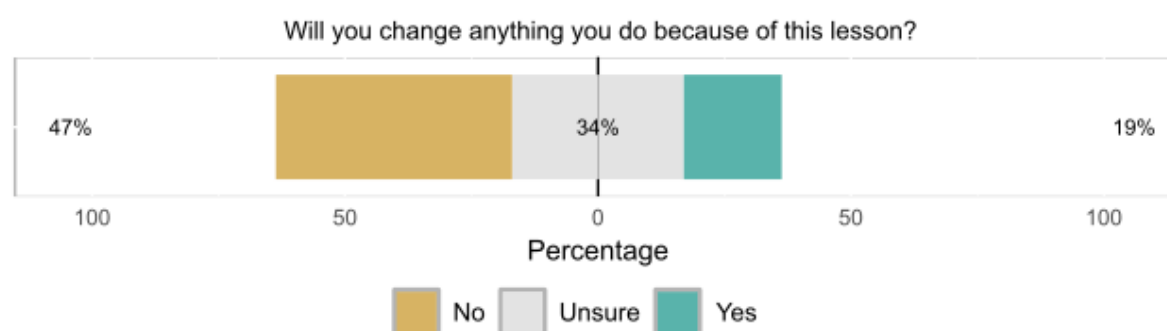
One of the scoping interviewees explained the longer-term nature of the anticipated effect of this and the consequences that go beyond the individual.

> *"Particularly, as I've said before, it's not just them understanding the consequence [for] themselves, it's understanding the consequence to the people that it's happening to and the impact that it has on the community and understanding it's that knock on effect, if how it may not affect them now, but it will affect them in the future. And I think that's been a really key message that we like with having [police officer]. It's not just about them knowing what things are; it's to try and stop them from getting in trouble in the future as well".* (School staff interview 5)

Disclosure and help seeking

Pupils recognise crime and being a victim of crime

There was some evidence that pupils may be more equipped to recognise what a crime is and what being a victim of a crime involves. Police officers spoke of their experiences with pupils, where they reflected on their past experiences in the subject being discussed. In some cases, such as this example, pupils seemed to recalibrate their ideas of what was acceptable behaviour.

> *"So, when we stand there and talk about it and they suddenly start questioning, 'Well, that … that happens with me, and I thought that that was okay, and perhaps it didn't feel right, but I was told it was okay'". (*Police focus group 4*)*

This officer felt there was particular value in this coming from the police rather than school staff. They felt police have a more "captive audience" and that their position created a more powerful message: "If it's not the uniform, it's the different message; it's the law, it's the stories … and it works". This is not to say that school staff were not involved, and there are examples of information being shared with teachers so pupils could access support from them. Another officer also described how they would sensitively indicate these pupils to the teacher to ensure that they could be supported following the lesson.

> *"I've been delivering domestic abuse before, and you'll have the crying. So, it's at which point you then have to sort of, like, either draw a teacher to it quite carefully or at the end of the session, sort of, like, say to a teacher, 'That young lady there with the red hair, she needs to be pulled out of class'".* (Police focus group 9)

Pupils were more willing/able to disclose/seek advice

There was also evidence that this had a knock-on effect on disclosure, as posited in the initial logic model. In addition to pupils recognising crimes, more than one-third (36%) of pupils answering the survey said that the PSHE lesson had made them feel more comfortable to talk to the police about the law and safety (see Figure 14), and over one-fifth (23%) felt more comfortable to talk to their teacher.

Figure 14. Impact of PSHE lessons on pupil behaviour
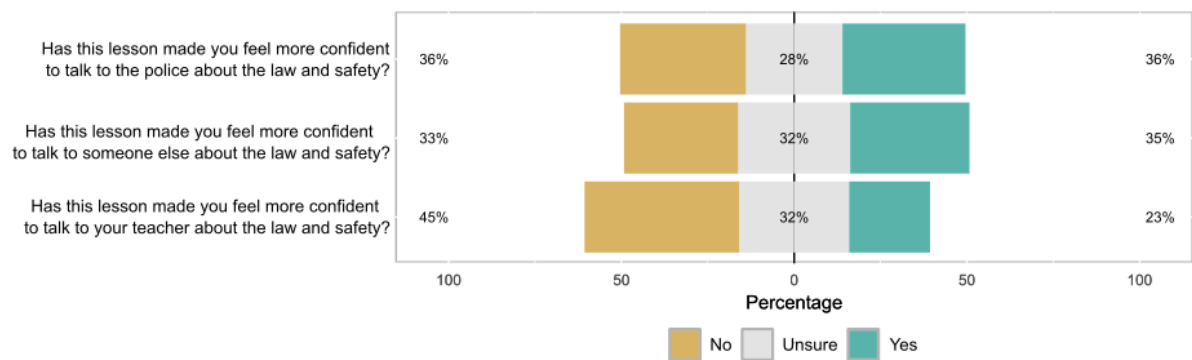
Note: figure based on data from pupil endline survey, among pupils had responded "yes" or "unsure" to having had a PSHE lesson delivered by a police officer.

Disclosures following police visits to the school were not uncommon, emphasising the importance of teachers being available to pupils following the delivery of the lessons.

> *"But what we do see, once [the police officer] has delivered on a topic, the days following her visit to the school, pupils do talk about different things and concerns they have, and they do disclose some issues following her visit".* (School staff interview 3)

Unintended negative process

Pupils are uncomfortable or fearful

More pupils responding to the endline survey agreed (53.9%, 580/1076) than disagreed (7.5%, 81/1076) with having a police officer in their school. Although the overwhelming majority of reasons given for agreeing with having a police officer in the school related to safety (96.5%, 447/463), there was also some limited evidence that having a police officer in the school made pupils feel uncomfortable or afraid, which were given as reasons why pupils disagreed with having a police officer in their school. These pupils described having police in school as "*intimidating and scary*" and "*quite stressful*", with one saying, "*They are scary and would affect my confidence*". Another pupil raised that police presence might indicate danger: "*It makes me feel that something bad is going to happen soon*".

Pupils feel overly monitored

There was also little evidence that pupils felt overly monitored due to PiCl, although a couple of survey respondents, who disagreed with having police in school, gave reasons that aligned with this idea. One pupil said, "*It feels like an invasion of privacy, and everyone else feels too controlled and undermined*" (pupil endline survey), and another felt that school "*should be our place, where we don't have to worry about getting arrested every day*" (pupil endline survey), indicating a feeling of being watched. This issue was touched upon by police officers in a focus group.

> "*So, it's a delicate balance … we're in schools, where there's potentially high reporting of domestic abuse or safeguarding issues, or the children are more likely to have been a victim of crime … you've then got the issue that because you're in that school, those children are being dealt with differently to those down the road, who may not come from potentially a more deprived background, for example, or from different communities, and then it kind of feeds into that disproportionality thing as well*". (Police focus group 1)

> "*I came to realise that if other schools didn't have me in there, I was almost criminalising young people or at least introducing them to police punitive actions, whether it be community resolution or as … not I suppose ABCs because the teaching staff were presenting the young people to me, whereas at other schools that wasn't … that wasn't an option, so that wasn't happening to other schools, and that's why it wasn't really fair, I don't think, to have us just in limited schools*". (Police focus group 3)

RQ18: Can we collect sufficient data about how different contexts (e.g. pupils' previous experiences of the police or the police officer's approach) and different identities (e.g. pupils or police from minoritised groups) may influence logic model pathways?

Contexts

We were able to collect sufficient information on some important contextual factors that were thought to influence delivery and outcomes. These included the police officer's training and approach and how these may influence logic model pathways. Much of this comes from the in-depth data collection detailed in the Feasibility section but can be incorporated into the IPE during stage 2. Police officer survey responses also contribute to contextual data, including role definition, purpose and remit, and the expectations of and the actual working relationships with the schools.

Pupils' previous experiences of police were touched upon in the pupil focus groups, where pupils reported previous positive experiences with police in primary school. Additionally, a past experience of the police was reported by a member of school staff to have made one pupil feel negatively towards police in school, but they also reported that the school police officer was managing to build a more positive relationship. Negative experiences were not discussed in the pupil focus groups, but this is unsurprising, considering the potential sensitivity of such experiences, and the pupils were not directly asked about this, as it would have been inappropriate to do so in front of their peers. The participatory activities indicated that pupils would prefer to speak to the researcher with a friend in an interview setting or in a focus group with a teacher present. Pupils were happy with the focus group format, as it allowed them to share their feelings with the understanding that what they said inside the group would remain in the group, as we explained at the outset. Pupils also indicated that speaking with a researcher would be less stressful alongside a peer, and that it is more anonymous than in a larger group setting.

School staff found that it was important to have a teacher in the lesson, particularly when the police officer was delivering as part of the PSHE programme, because they had requirements to hit certain key messages within the curriculum. In some cases, the lesson would be jointly delivered by the officer and the teacher, with the teacher delivering the key PSHE points and the officer providing their lived experience expertise on that PSHE topic. Teachers suggested that police officers may miss key points by virtue of their relative lack of class management skills, getting sidetracked by pupils asking questions about policing matters, and therefore may not be relied upon to deliver the key PSHE points in full.

> *"So, yeah, they kind of take the form of a bit of an assembly. I'll often sort of do the key PSHE points because we've got to hit the strategy content as well and make sure those messages are there, and then I'll hand over to them to say what the lived experience of that kind of PSHE issue is, whether that be sexting, child criminal exploitation or fights, and then they'll answer questions".* (School staff interview 14)

> *"So, they kind of rock up, and I'm like, okay, this is what we need to say, and then they'll go off and do whatever they want to do, and they don't really want to prepare a presentation; they want to listen and talk and answer questions, which is great from a kid's perspective because they're like, 'Oh, brilliant, we're just going to ask questions to police officers for an hour'. From a PSHE perspective, sometimes it's a little bit frustrating because we need to hit this, you know; this has to be said; this has to be said; this has to be said. And, you know, a Year 8 boy is asking, 'What happens if someone punches me, and I punch them back in the throat, and I know karate, and they die?'"* (School staff interview 15)

Pupils suggested that they were more likely to trust their school officer by virtue of their having an existing relationship with the school. They acknowledged that the school would do their due diligence and any necessary safeguarding checks prior to allowing the officer on the premises, suggesting that they would trust them by association with the institution that they already trust to safeguard them.

> *"I guess because you've kind of met him, he's talked to you and you know what he's like, you would more likely trust him now, and the school's not going to bring in someone who's, like, horrible; they're obviously going to do, like, background checks and stuff to make sure that he's not, like, going to do anything. So, I guess you kind of could trust him because, like, you've met him and everything".* (Pupil focus group 3)

Equally, pupils further invoked a police school officer's associative-but-detached relationship with the school as being a factor that made it easier to speak to them.

> *"It's easier to talk to someone that's, like, not part of the school but is part of the school, and it's just easier to get your, like, voice out". (*Pupil focus group 7*)*

Sometimes it was felt within the police that a school's choice to accept or decline police engagement was due to the personally held beliefs of a key decision-maker within the school organisation. Opinions of the police and their role can be emotive and strongly held; these were thought to impede an officer's ability to build a relationship with a school with a view to engaging within it.

> *"The biggest factor in us getting into a school and providing education is one person, and that is our PSHE lead. Whoever their PSHE lead is, if they're not pro, and they don't want us, they will shut it down completely".* (Police focus group 3)

We were able to access school participants and teachers within trial schools to collect information on attitudes and experiences as they relate to mechanisms in the theory of change logic model (RQ3, RQ4, RQ17, RQ18)

- Red: we successfully accessed <40% of the schools we attempted to access.
- Amber: we successfully accessed 40–59% of the schools we attempted to access.
- **Green: we successfully accessed at least 60% of the schools we attempted to access**

We collected data from pupils about their attitudes and experiences in the endline pupil survey, receiving data from pupils at all schools. We received feedback on the PSHE curriculum from 15 teachers at three different schools. The feedback covered all four PSHE units and teachers of all five year groups. We ran focus groups at two of the schools involved in the trial.

Identities

Information on identity was successfully collected in the pupil endline survey. As questions relating to logic model pathways were also asked in the same survey, we can use this data to quantitatively explore how pupil identities, including being from minoritised groups, may influence logic model pathways. Only 48.42% (1,193/2,464) of pupils who answered the endline survey could be included in the analysis of logic model mechanisms (i.e. answered "yes" or "unsure" to survey question 56, "Did a police officer come into your classroom to deliver a PSHE lesson this term"). However, as such a large number of pupils answered the survey and missing data for identity variables was relatively low (see Table 29), we are confident that sufficient data can be collected. Furthermore, there were very few nonsensical free-text responses to "other" categories for sex (n=2, e.g. traffic cone) or gender (n=3, e.g. hand grenade). However, depending on the final sample size, it may be necessary to group some identity categories to account for the fact that some minority groups are particularly rare in the study population.

Table 29. Number of pupils by self-reported identity included in the analysis of logic model mechanisms (n=1,193)

Identity	n (%)

Year group	
Year 7	259 (21.7%)
Year 8	241 (20.2%)
Year 9	376 (31.5%)
Year 10	296 (24.8%)
Year 11	9 (0.8%)
Missing	12 (1%)

Sex	
Male	582 (48.8%)
Female	561 (47%)
Other	18 (1.5%)
Prefer not to say	21 (1.8%)
Missing	11 (0.9%)

Gender	
Boy/man	580 (48.6%)
Girl/woman	539 (45.2%)
Non-binary/third gender	8 (0.7%)
Transgender boy/man	7 (0.6%)
Transgender girl/woman	4 (0.3%)
Prefer to self-identify	21 (1.8%)
Prefer not to say	21 (1.8%)
Missing	13 (1.1%)

Ethnic group	
White	850 (71.2%)
Black	45 (3.8%)
Indian subcontinent	61 (5.1%)
Chinese/Japanese/Korean/other South Asian	26 (2.2%)
Arab	7 (0.6%)
Unknown	67 (5.6%)
N/A	107 (9%)
Missing	30 (2.5%)

Disability	
I do	119 (10%)
I do not	908 (76.1%)

Prefer not to say	147 (12.3%)
Missing	19 (1.6%)
Free school meals	
Yes	225 (18.9%)
No	675 (56.6%)
Do not know	149 (12.5%)
Prefer not to say	17 (1.4%)
Missing	127 (10.6%)

Table 30. Summary of success criteria for the pilot trial and the implementation and process evaluation

	Criteria	RAG rating			Status	Commentary
		Red	Amber	Green		
Pilot trial	We are able to recruit at least 10 schools to be a part of the trial and to accept randomisation.	Fewer than six schools	Fewer than eight schools	8–10 schools	Green	We recruited nine schools to the trial.
	Randomisation is adhered to in at least 80% of schools across the treatment and control groups.	Less than 60% adherence	60–79% adherence	80% adherence or above	Green	We had an average randomisation adherence of 89%.
	We are able to collect baseline survey data from schools as necessary.	Less than 80% of schools allow data collection at baseline.	80-90% of schools allow data collection at baseline.	91-100% of schools allow data collection at baseline.	Green	All schools allowed data collection at baseline.
	We are able to collect endline survey data from schools for a minimum of 60% of pupils.	<60% endline data collection	60–74% data collection at endline	75%+ data collection at endline	Red	55.3% of pupils completed the endline survey.
	We are able to access relevant administrative data	We are not able to access the data.	N/A	We are able to access the data.	Green	We are able to access the data.

	from the partner constabulary within three months of the end of the pilot trial.					
	There is no evidence of substantial adverse effects (i.e. never events, such as significant injury to pupils, school staff or police) as a result of involvement in the trial during the period of the pilot trial, which would render it unethical to continue to a full trial.	More than five never events	3–5 never events	Fewer than 3 never events	Green	There is no evidence of any substantial adverse effects.
IPE	We are able to access police in classrooms (PiCl) intervention delivery data from police forces and schools (what is delivered, when and to whom, i.e. which year groups and classes).	We can access this information for <50% of schools.	We can access this information for 50–69% of schools.	We can access this information for at least 70% of schools.	Green	We received completed surveys back from 55% of schools. This was mitigated by our close contact with schools and Avon and Somerset Police officers throughout the trial period, so we have accurate and extensive records of how the PiCl intervention was delivered in 100% of schools. We have also conducted a focus group with Avon and Somerset Police officers

				Green	who are responsible for intervention delivery. Although we only received surveys back from 55% of schools, our comprehensive knowledge of the PiCl intervention delivery justifies the "Green" status of this success criterion.
	We are able to access school participants and teachers within trial schools to collect information on attitudes and experiences as they relate to mechanisms in the theory of change logic model.	We can successfully access <40% of the schools we attempt to access.	We can successfully access 40–59% of the schools we attempt to access	We can successfully access at least 60% of the schools we attempt to access	Green	We collected data from pupils at all schools via the endline pupil survey. We collected feedback from teachers at three schools.

Internal pilot (succession to efficacy) success criteria

This section assesses the pilot trial's success against the progression criteria outlined in the protocol. These criteria were co-developed and agreed upon with YEF before the programme of work began.

Based on findings from the feasibility and IPE and the subsequent updates to the logic model and the theory of change, we find that our outcomes and measures are sufficient to treat collected data as an internal pilot.

- Red: we find that our primary outcome measures are insufficient and need to change.
- **Amber: we find that our primary outcome measures are sufficient, but our secondary outcome measures require additions.**
- Green: we find that our primary and secondary outcome measures are sufficient.

We find that our primary and secondary outcome measures are sufficient to treat collected data as an internal pilot, but they will require some additional measures, outlined below.

In discussions with police forces and with our CSRG, our outcome measures were consistently approved of, being both the important things to measure when considering policing in schools and the methods of measurement being deemed appropriate. Our outcome measures also align well with the previous Pósch and Jackson (2021) trial of the PiCl curriculum, which allows for more direct comparison. There is an important point to note from the YEF REA feedback regarding SDQ interpretation. Experiences of racial trauma may be detected by the SDQ as behavioural/emotional difficulties, and without considering the systemic and structural causes of racial trauma, we risk misattributing measured difficulties to the individual child, family or school. Therefore, we must be careful in interpreting this measure and must interrogate various potential drivers of difficulties.

In terms of additions to the secondary outcomes, we acknowledge that we are lacking a pupil self-reported measure of offending and victimhood, which means our views into our primary outcome measures are limited to what is detected in police data. We are recommending adding a self-report measure that will be deemed more acceptable than the SRDS (such as the Delinquent Peers Scale), in addition to the measures piloted here. We also recommend collecting school administrative data on school attendance by year group, sex and ethnicity in order to shed light on the possible negative effect of placing POLiS, as outlined in our theory of change.

Based on findings from the feasibility and IPE and the subsequent updates to the logic model and the theory of change, we find that our data collection methods (surveys and access to administrative data) are sufficient to treat collected data as an internal pilot.

- Red: access to administrative data is inconsistent, and the pupil surveys are found to contain major measurement errors (response bias due to unintended question framing, time intervals between baseline and endline are inappropriately long/short, etc.)
- **Amber: access to administrative data is consistent, but pupil surveys are found to contain major measurement errors OR access to administrative data is inconsistent, but pupil surveys are not found to contain sizeable measurement errors.**
- Green: we find that administrative data access is consistent, and pupil surveys aren't found to contain sizeable measurement errors.

We find that our data collection methods are sufficient to treat the collected data as an internal pilot. However, this can only be rated amber because there were some challenges with collecting administrative data in some schools. Five out of the nine schools involved in the trial provided us with enrolment data through the IPE survey. For the other schools, these data could be found through publicly available sources. The pupil surveys did not contain detectable measurement errors, although we will revisit how to avoid the high numbers of pupils reporting "unsure" on key questions.

Based on findings from the feasibility, pilot and IPE and the subsequent updates to the logic model and the theory of change, we find that our treatment allocation and randomisation protocol are sufficient to treat collected data as an internal pilot.

- Red: we find that treatment fidelity is very low or unverifiable (<50% are confirmed to have received the intervention), and the randomisation protocol is not replicable/advisable.
- Amber: we find that treatment fidelity is moderate (50–75%), and the randomisation protocol is mostly replicable.
- **Green: we find that treatment fidelity is high (>75%), and the randomisation protocol is replicable.**

Our treatment allocation and randomisation protocol are sufficient to treat the collected data as an internal pilot. Our treatment fidelity was high, at 89%, with some changes due to scheduling issues with schools and police officers. We did not detect spillover effects between treatment years, and we found no evidence that schools found the randomisation or treatment allocation to be unacceptable. Thus, we conclude that the randomisation protocol is replicable for an efficacy trial.

Based on findings from the feasibility, pilot and IPE, we are able to assess the viability of treating the pilot as an internal pilot (i.e. usable data for the efficacy trial).

- Red: we do not proceed to efficacy.
- Amber: we proceed to efficacy but cannot treat the collected data as an internal pilot.
- **Green: we proceed to efficacy and can treat the collected data as an internal pilot.**

We have found that our outcome measures, surveys, treatment allocation and randomisation protocol are sufficient to treat the collected data as an internal pilot. One challenge to overcome in the use of survey data from the pilot will be understanding whether our matched endline data (which suffered from attrition and data entry issues) is missing experimentally at random. If it is not, we risk having biased estimates. Once efficacy data are collected, we can explore detecting different types of missingness and consider methods such as multiple imputation to mitigate the impacts of missingness. We did not conduct Missing Completely at Random (MCAR) analysis or imputation here, given that this is a pilot and is not designed to be sufficiently powered to run analyses and capture impact.

Conclusions – pilot trial and IPE

The full summary of the pilot trial and IPE research questions and findings can be found in the table below:

Table 31: Summary of the pilot trial and the implementation and process evaluation findings

Research question	Finding summary
RQ5: Can 10 schools that will accept the randomisation of some year groups to receive the police in classrooms (PiCl) Personal Social Health and Economic (PSHE) treatment and others not to be recruited to participate in this trial?	Yes. Nine schools in total were recruited and accepted randomisation of treatment by year group, meeting the success criteria.
RQ6: Can baseline survey data be collected?	Yes. On average, 52.4% of pupils enrolled in sampled schools provided baseline data. Data were collected in paper and digital formats.
RQ7: Can endline survey data be collected?	Yes, but with caveats. Endline survey responses suffered from attrition, with only 55.3% of pupils who provided baseline data also providing endline data. This was largely due to difficulties in accessing Year 11s and the very limited time at the end of the school year. If we remove Year 11 enrolments from the sample, response rates improve to 60.4%.
RQ8: Can administrative data be accessed?	Yes. We worked closely with the Avon and Somerset Police to identify and access relevant offending/victimhood data tied to the school and year group.
RQ9: Can the intervention be delivered (or not delivered) in school years assigned to the intervention (to the control)?	Yes. The majority of schools sampled complied with the randomisation. One school dropped one year group from treatment due to timetabling challenges.
RQ10: Is there evidence of spillovers between school years within the same school?	No. We checked this by regressing control pupil survey outcomes on the level of treatment dosage at each school. There was also no substantive evidence of control contamination, though it should be noted that our detection method is exploratory, with limited robustness

RQ11: Is there indicative evidence of promise of the PiCl PSHE intervention?	Uncertain. We found no statistically significant effects of the treatment in the police administrative data, though given the low rates of offending and victimhood, this analysis suffers from sparse data bias. In the pupil survey data, we did uncover some evidence that the intervention had negative subgroup effects among Black pupils on police attitudes; however, the small sample size of Black pupils precludes this finding from being generalisable. The analysis also found that compared to their male counterparts, female pupils who received the treatment scored significantly higher on the Strengths and Difficulties Questionnaire's difficulty scale (indicating more behavioural problems/emotional difficulties), but further research is needed to explore this finding.
RQ12: Is there indicative evidence of harm (e.g. pupils' feelings of being unsafe) from receiving or not receiving the intervention?	No. Substantial adverse events were not reported among pupils, teachers, or police officers. Some evidence of discomfort with PiCl common was detected in pupil focus groups but not within the sampled schools.
RQ13: Can appropriate data be collected to enable subgroup analyses in order to systematically examine how different diversity factors among pupils, such as sex (biological), gender identity, race and ethnicity, influence the measured effects of the intervention?	Yes. Police administrative data provided ethnicity and sex data for all suspects and victims. Pupil baseline and endline surveys saw high rates of responses across sex, gender, ethnicity, free school mean eligibility and disability status.
RQ14: How is the PSHE intervention model operationalised and delivered in classrooms?	Key aspects of operationalisation included: 1. PSHE-specific training 2. Coordination with schools 3. Team management and balancing other responsibilities Key aspects of delivery included: • Following the lesson plan • Having the teacher present in the room • Ensuring non-judgemental engagement

RQ15: Can we collect sufficient data about the extent to which the PSHE PiCl intervention is implemented as intended?	PiCl implementation can be measured using the school staff and police officer surveys, in addition to the checklists for classroom observations.
RQ16: Can we collect sufficient data about variations in the PSHE PiCl intervention implementation between forces and schools?	We were not able to measure the variation between forces in PiCl PSHE implementation, as it was only delivered in one police force. Variations in PiCl implementation between schools can be measured using the school staff and police officer surveys.
RQ17: What evidence is there for (and against) the mechanisms of change as set out in the logic model for the PSHE PiCl intervention?	There is qualitative evidence for the mechanisms of improving disclosure/help seeking in pupils' increased recognition of crime and victimhood and a greater willingness to seek advice from officers and teachers. Where appropriate, minor changes have been made to the logic model and a revised version is included here. No major changes were made, and the logic model appears to reflect that the intervention is ready for the full trial.
RQ18: Can we collect sufficient data about how different contexts (e.g. pupils' previous experiences of police or the police officer's approach) and different identities (e.g. pupils or police from minoritised groups) may influence logic model pathways?	Data on the officers' approaches was easy to collect through qualitative interviews and observations. Pupils did not discuss their previous experiences of police in focus groups, possibly because of the group aspect. Surveys are highly suitable for collecting participant demographic data in a confidential manner, and completion rates of these questions were suitably high to allow for analysis according to identity. Pupil feedback from participatory activities indicated that interviews were preferable to focus groups, and these would be suitable settings to collect this kind of information confidentially.

Cost information

The table below gives the estimated total costs (set-up and recurring) to deliver the PiCl curriculum to year groups 7–11, assuming 1,000 enrolled pupils in total. Most of the recurring costs are in the form of staff time (both police and teachers) spent delivering lessons. These estimates reflect 2023–2024 prices, which is both when the intervention was delivered and when this cost estimation was calculated (thus, no GDP deflators were used to account for inflation). Full details on the various activities, materials and assumptions made are detailed in Table 33, and the total cost breakdown by delivery partner can be found in Table 34.

Table 32. Set-up and recurring costs of PiCl, per school and per pupil

	Total Costs	Cost per participant
Set-up	£1,330.98	£1.33
Recurring	£6,874.51	£6.87
Total	£8,205.49	£8.21

Table 33. Cost categories and descriptions for PiCl

Category	Description
Staff	
Labour costs: police	The salary calculations assume 2075 hours worked in a year and include national insurance and pension contributions: • Police constables' annual salary of £57,537 (£27.73 hourly). • Police sergeants' annual salary of £73,412 (£35.38 hourly) • Police inspectors' annual salary of £90,593.00 (£43.66 hourly) • Chief inspectors' annual salary of £96,707.00 (£46.61 hourly) The bulk of the committed delivery time is at the PC level, as they were the ones delivering the lessons. The estimated time includes attending the Personal Social Health and Economic (PSHE) training, attending meetings, coordinating schedules with schools, traveling to schools and delivering the lessons themselves. The police sergeants, inspectors and chief inspectors were involved in the coordination of the training and ongoing support meetings. Note that in a typical delivery, the police sergeant would likely be more involved in supporting delivery, but in the case of this trial, the chief inspector was heavily involved in the logistics and supervision, and thus the staff costs are likely somewhat inflated, considering their relatively higher salary.
Labour costs: teachers	Mean teacher salaries for each school sampled were gathered from the School Workforce Census (2023). Across the nine schools, the average teacher salary was £47,108.63. We are assuming an 18% non-wage cost, which puts the total annual cost per teacher at £55,588.18, or £43.94 hourly. The largest time commitment for teachers would have been teaching the two lessons from the PSHE unit, the preparation for those lessons and the coordination provided by the PSHE lead to roll out the new curriculum.

Programme	
PSHE license	Currently, the PSHE Association does not have an estimate for the cost to license the police in classrooms curriculum, either for police or for schools. That said, we do know the cost of the two-day officer training and the annual school membership cost to the PSHE Association.
Materials	
Printing	For each lesson, around two pages of printing per pupil were required. Thus, for three lessons per unit and assuming 1,000 pupils in a school, that's approximately 6,000 pages total printing per school. In the case of the police delivery partners (so for one-third of lessons delivered), they used colour printing, estimated at 20p/page, whereas most schools opted for black and white, estimated at 8p/page, for the remaining two-thirds of lessons.
Travel	Police were required to travel by car to schools for lesson delivery. In some cases, officers were able to teach lessons back-to-back, minimising travel required for that school, but given that many schools taught PSHE lessons at the same time across the school, this necessitated multiple trips. Also, some schools are considerably further from the officers' homes and/or the police station. Considering this variation, we estimated 10 miles of driving for each lesson taught. Avon and Somerset Police compensates employees at 45p/mile when using a personal vehicle, which is the rate we applied here, though it should be noted that some travel was completed with police vehicles. Travel estimates do not include the officers' time spent; that time is accounted for under staff time.
Buildings and facilities	
None	The lessons were delivered in school during the school day; therefore, no additional costs were incurred. In terms of technology, the PSHE lessons do require some method of presenting slides, but given that most schools are equipped with interactive whiteboards or projectors, we did not consider this an additional cost to schools.

Table 34. Cost calculations

Price year	2024	Delivery partner		
Cost items	Set-up or recurring	Police	Schools	Total
Staff rime				
Attending two-day PSHE training (assuming three officers)	Set-up	£1,330.98	-	£1,330.98
Meetings and coordination with schools (based on 10 hours)	Recurring	£277.29	£390.61	£667.89
Police administration	Recurring	£547.43	-	£547.43
Lessons	Recurring	£985.91	£3,271.51	£4,257.41
Programme				
PSHE annual membership fee	Recurring	-	£145.00	£145.00

PSHE licensing	Recurring	TBD	TBD	TBD
PSHE officer training (£4,125 total fee, assuming nine schools)	Recurring	£458.33	-	£458.33
Other items				
Printing	Recurring	£284.44	£354.00	£638.44
Travel	Recurring	£160.00	-	£160.00
Total cost				
Set-up		£1,330.98	-	£1,330.98
Recurring		£2,713.40	£4,161.11	£6,874.51
Total cost per school		£4,044.38	£4,161.11	£8,205.49
Total cost per pupil (1,000 pupil enrolment)		£4.04	£4.16	£8.21

Note: PSHE = Personal Social Health and Economic

Evaluator's judgement of evaluation feasibility

We now turn to the question of the evaluation's feasibility for expansion to an efficacy trial. To do this, we first consider the unanticipated challenges, then the risks we anticipated and how they manifest, and then we make a judgement about the viability of the next stage of the trial.

Our initial design for the pilot trial, and hence our intended plan for the efficacy trial, made use of five school years' (i.e. Years 7–11) worth of participants per school. As it transpired, treating and collecting survey data from Year 11 pupils has proven challenging, or in many cases, impossible. As such, the number of clusters per school is effectively 20% lower than anticipated. This does not appear to be mitigatable, and so the efficacy trial will need to adjust its design to accommodate this.

Second, schools had a strong preference, in many cases, for collecting survey data using paper surveys. This made the process of data collection a more burdensome and costly one, reduced flexibility in the timing of the data collection, and resulted in fewer matches between baseline and endline surveys. The efficacy trial will need to consider this in survey design and resourcing plans. For instance, to improve matching with paper surveys, we can use a multiple-choice approach to match data, which will reduce variability, and we can leverage classroom-specific information (e.g. teacher's surname) to create more granularity.

Finally, endline pupil and IPE data collection was hindered by the short time available for the trial. Indeed, we missed one of our success criteria: gathering endline data from 60% of pupils. Further, the window for police administrative data was also too short; ideally, we would be able to collect crime data for up to a year after the intervention to allow for investigations to conclude and effects to be felt. A wider data collection window would allow for flexibility in accommodating time constraints imposed by the school year, as well as allowing for a more comprehensive view into the main outcome effects.

In terms of anticipated risks, some level of school-level attrition was anticipated and materialised, as we only have data for nine out of 10 schools. A future trial will similarly need to account for school-level attrition. Another risk is that of tying school enrolments to police administrative data. In the case of this trial, ASP went to additional efforts to ensure school data were logged in incident reports; future constabulary partners will likely have to provide similar support. Further, and very importantly, the scheduling of police lessons presented a sizeable challenge and risk to the intervention delivery. There were many schools that met for PSHE lessons at the same time across the school, with too few officers to cover them comfortably. In the end, we managed to cover nearly all police lessons, but it required a good deal of

flexibility from schools, some long days for officers, and many phone calls and meetings among parties. A future trial needs to account for this crunch: we would suggest running cohorts of schools through the intervention across multiple school terms (e.g. five to 10 schools per term) to spread out the teaching time required from police. Ideally, more officers could be recruited to teach as well.

Despite these challenges, there are also substantial strengths to the pilot that provide reassurance about the viability of an efficacy trial. We were able to collect and analyse administrative data on our primary outcome, and we were, for the most part, able to administer surveys. Despite the lower-than-anticipated response rates for the reasons described above, the nature of the design (randomisation at the year group level within schools) means that the impact of this on statistical power is small. Crucially, the intervention was able to be delivered in line with randomisation in the schools in the trial and within the time period of the trial. Randomisation within schools means that the loss of an individual school does not affect our ability to make causal claims. Further, while we did not detect statistically significant effects of the intervention on the primary outcome (albeit with an underpowered sample) or the secondary outcomes, we did find some evidence of negative interaction effects on police attitudes for Black pupils and negative effects on SDQ difficulties scores for females, which should be explored with a larger sample of this population.

The IPE was successful in piloting data collection methods and also found some evidence that the intervention improved the likelihood of pupils seeking help from teachers and police officers. Continuing to an efficacy trial will also enable data collection on variability in intervention delivery between forces, which should provide a richer picture of implementation considerations for the PiCl intervention. There is also an opportunity to gather richer pupil voice data through the use of interviews, rather than relying just on focus groups and surveys.

The PSHE Association was also successful in launching a new curriculum package and training ASP officers in time for the pilot trial launch. It served as a thoughtful partner through the evaluation phases, and in recent conversations, it has shown eagerness to continue to an efficacy trial in order to gather more data (particularly quantitative) on the impact of the PiCl curriculum. The NPCC has also been a supportive partner throughout the trial and has indicated its interest in continuing to support an efficacy trial to generate evidence on the effectiveness of PiCl.

Finally, and very importantly, the pilot and IPE found no evidence that the intervention caused harm to pupils, staff, police or the research team. We plan to continue to work across all stakeholders and our CSRG in order to ensure that the intervention, as well as our research methods, are safe, supportive and inclusive for all participants and delivery partners, particularly those in vulnerable groups.

On the basis of these factors, we believe that it is viable to proceed to an efficacy trial, with the data collected so far being able to work as an internal pilot. On the basis of our power calculations and moderate assumptions about attrition, we recommend an efficacy trial which

1) Randomises four year groups (Years 7–10) in each school at the year group level
2) Assumes 10–20% school-level attrition
3) Is conducted over a longer time window to increase flexibility in data collection and intervention delivery, with cohorts of schools completing the intervention across different school terms
4) Continues to make use of the same data collection instruments, with the addition of the Delinquent Beliefs Scale (Thornberry et al., 1994) to triangulate police administrative data, and with the assumption of greater resources and more paper-based data collection being required

5) Attempts to recruit schools in which Black pupils are over-represented, with an aim to increase the likelihood of detecting differential treatment effects for this subgroup

On the basis of these design features, we recommend an efficacy trial that aims for a total sample size of 41 schools and, as such, recruits and successfully trials in 32 new schools. In order to enable treating the pilot data as internal, we would also suggest continuing with the same outcome measures, data collection and analytical methods (taking into account learnings from the pilot and from other stakeholders, including the YEF REA and CSRG, as well as including a pupil self-reporting measure of offending). Particularly, we think it is worthwhile to explore differential treatment effects among Black pupils through interaction analysis, based on the preliminary findings from the pilot. We would also recommend following up with ASP to collect crime data through July 2025 to maximise the opportunity to detect any effects of the pilot intervention.

Limitations

There are a number of limitations of this research, summarised below. These relate to the recruitment of participants to the qualitative exploratory work, the pupil surveys and the challenge of recruiting a true control group.

Time pressures meant that the recruitment of schools for the in-depth qualitative work was done by contact through police forces, and both police forces and schools often had limited capacity to handle proposed research activities. This means that the participants selected may have been from police forces and schools that were better resourced and from schools that had a relationship with their local force and, therefore, had staff who may have had more positive sentiments about policing in schools.

A higher proportion of pupils than anticipated did not give consent for their data to be collected via surveys. This may be a result of the length of the information sheet included at the start of the survey or difficulties with the language used. More engaging (video) materials and a shorter information sheet will be considered for an efficacy trial.

Matching the baseline and endline paper surveys presented challenges. We were cautious about asking pupils for too much identifiable information to assure them of their anonymity. However, this meant that there was little to work with when we were matching baseline and endline data. If pupils misunderstood the survey and answered some of these questions incorrectly in one survey and correctly in another, we could not match their data with complete accuracy. Many pupils did not answer these questions at all, which we believe is due to concerns about anonymity.

Pupils completing the paper survey were able to select multiple answers to a single question. In particular, we observed that a minority chose "British" and another ethnicity rather than choosing one of the mixed ethnicity options or the "Not Stated" or "Other, please specify" option. This may have led to an undercount of pupils with non-White ethnicities. To counter this, we plan to add a question asking about national identity before the ethnicity question to give pupils an opportunity to share their national identity and to clarify national identity and ethnicity as separate concepts. This limitation does not apply to the administrative primary outcome.

In many cases, the schools involved in the trial had received PiCl-style inputs in the past, albeit not in the preceding academic year. This leaves open the possibility that some pupils in the control group may have received some kind of PiCl CO treatment in the past. Any study into the effects of POLiS is likely to encounter a version of this challenge since it can be argued that nearly all schools in the UK will have had some contact

with police. For a future efficacy trial, we would aim to gather more information on past treatment in sampled schools in order to account for this analytically.

Finally, we lack a pupil self-report measure of offending, as the SRDS was dropped from the survey without a replacement. Thus, in the case of these nine pilot trial schools, we are relying only on police administrative data for our primary outcome measures.

Final summary

In this report, we have provided findings regarding the intervention feasibility, evaluation feasibility, evidence of promise and an IPE for the PSHE Association's PiCl curriculum intervention. We have built on the original findings of Pósch and Jackson (2021) by evaluating an expanded PSHE curriculum of four instructional units and a collaborative teaching approach within each unit. Furthermore, we have successfully piloted data collection for behavioural outcome measures.

Through a thorough scoping and mapping exercise, we have identified:

- The range of activities that characterise POLiS efforts in England and Wales, as well as the extent to which police forces vary in their implementation of PiCl
- The nature of PiCl CO, broadly conceived as a classroom intervention to promote engagement, early intervention and prevention in a way that is child-focused, spanning many topics related to the law and safety
- The key decision-makers and stakeholders in PiCl interventions and how decisions are made on planned and reactive inputs in schools
- The acceptability of PiCl CO to pupils, schools and police and the contextual and identity factors that play a role
- The elements that were missing from our pre-trial logic model, namely the addition of the recruitment of police officers with a specialist skillset and the removal of possible negative effects on pupils (e.g. being fearful) as a result of awareness of risks

In the piloting of our trial methods, we found that:

- Schools were generally eager to take part, and randomisation by year group was considered acceptable by schools and was practical to implement. Spillover effects were not detected.
- The data collection methods have promise, but the survey design and deployment require some adjustments in order to maximise response rates. Importantly, police administrative data collection is possible.
- The analytical approaches have not yielded statistically significant results with collected police data or pupil survey data for either the primary or secondary outcome measures. There is some evidence of subgroup effects by ethnicity, which we hope to explore further. There's reason to conclude that the study is currently underpowered, particularly with the police data.
- Descriptive findings show that over half the pupils agreed with having POLiS and thought that there were good things police could do in schools, but there was variability in pupil opinions on racial/ethnic lines about whether police should be in schools.
- 30% of pupils who were unsure about having POLiS at baseline changed their opinion to agree with police working in schools at endline, and 40% of pupils who were unsure of whether police did good things in schools at baseline changed their stance to agree that police did good things in schools at endline.
- The IPE data collection methods were deemed sufficient and scalable.
- Qualitative evidence supports the inclusion in the logic model of trust and confidence in police and deterrence through police visibility.

An efficacy trial as outlined above, with an increased sample size and incorporating trial findings from more police forces, has potential for making causal interpretations about the PiCl intervention and informing policy for POLiS programmes.

References

Footnotes and references

Aspinall, P.J. (2020). Ethnic/Racial Terminology as a Form of Representation: A Critical Review of the Lexicon of Collective and Specific Terms in Use in Britain. *Genealogy*, *4*, 87. https://doi.org/10.3390/genealogy4030087

Bandyopadhyay, S., Karavias, I., Menezes, M., Taylor, J., Apena Rogers, S., Kane, E., Burton, A., Evans, E., Abramovaite, J., Montgomery, P., Singh Chandan, J., Martin, J., Banerjee, A., Cole, M., and Chaudhuri, K. (2024). Remedi Restorative Mentors [PDF]. Youth Endowment Fund. Available at: https://youthendowmentfund.org.uk/wp-content/uploads/2024/01/YEF.-REMEDI-Pilot-January-2024.pdf (Accessed 29 August 2024).

Bradford, B. and Yesberg, J.A. (n.d.). Police in Schools Evidence Review. PSHE Association and National Police Chiefs' Council. Available at: https://fs.hubspotusercontent00.net/hubfs/20248256/Evidence%20and%20research/Police%20in%20schools%20Evidence%20Review_0.pdf?hsCtaTracking=415ac81f-78c7-4b6c-8aa6-7b7013517959%7C0f0f822d-87e7-4e0e-a5e8-1be444149a47 (Accessed 30 October 2024).

Braun, V. and Clarke, V. (2006). Using Thematic Analysis in Psychology, *Qualitative Research in Psychology*, 3(2), 77–101. https://doi.org/10.1191/1478088706qp063oa

Cardiff University. (n.d.). Our data protection policy. Available at: https://www.cardiff.ac.uk/public-information/policies-and-procedures/data-protection (Accessed 16 August 2024).

Crépon, B., Duflo, E., Gurgand, M., Rathelot, R. and Zamora, P. (2013). Do Labor Market Policies Have Displacement Effects? Evidence from a Clustered Randomized Experiment. *The Quarterly Journal of Economics*, 128(2), 531–580. https://doi.org/10.1093/qje/qjt001

Department for Education. (2023). Understanding and Dealing With Issues Relating to Parental Responsibility. GOV.UK. Available at: https://www.gov.uk/government/publications/dealing-with-issues-relating-to-parental-responsibility/understanding-and-dealing-with-issues-relating-to-parental-responsibility#obtaining-consent (Accessed 16 August 2024).

Department for Education. (2024). School Workforce in England, Reporting Year 2023. GOV.UK. Available at: https://explore-education-statistics.service.gov.uk/find-statistics/school-workforce-in-england (Accessed 16 August 2024).

Fisher, B.W. and Hennessy, E.A. (2016). School Resource Officers and Exclusionary Discipline in U.S. High Schools: A Systematic Review and Meta-analysis. *Adolescent Research Review*, 1, 217–233 https://doi.org/10.1007/s40894-015-0006-8

Goodman, R., Meltzer, H. and Bailey, V. (1998). The Strengths and Difficulties Questionnaire: A Pilot Study on the Validity of the Self-Report Version. *European Child and Adolescent Psychiatry*, 7, 125–130.

Gaffney, H., Farrington, D. and White, H. (2021). Police in Schools: Toolkit Technical Report [PDF] Youth Endowment Fund. Available at: https://youthendowmentfund.org.uk/wp-content/uploads/2021/06/Police-in-Schools-technical-report.pdf (Accessed 16 August 2024).

Hogan-Lloyd, C., Boxford, S., Jolliffe, D., Kaur, K., Butler, B. and Morrison, M. (2024). Divert Plus: Pilot Trial Report [PDF] Youth Endowment Fund. Available at: https://youthendowmentfund.org.uk/wp-content/uploads/2024/03/YEF-Divert-Plus-Pilot-Trial-March-2024.pdf (Accessed 29 August 2024).

ICO (n.d.). What is the FOI Act, and Are We Covered? Available at: https://ico.org.uk/for-organisations/foi/what-is-the-foi-act-and-are-we-covered/ (Accessed 16 August 2024).

King's College London. (n.d). King's College London Statement on Use of Personal Data in Research. Available at: https://www.kcl.ac.uk/research/research-environment/rgei/research-ethics/use-of-personal-data-in-research#:~:text=When%20collected%20from%20research%20participants,the%20Data%20Protection%20Act%202018 (Accessed 16 August 2024).

Na, C. and Gottfredson, D.C. (2011). Police Officers in Schools: Effects on School Crime and the Processing of Offending Behaviors. *Justice Quarterly*, 30(4), 619–650. https://doi.org/10.1080/07418825.2011.615754

Nadal, K.L. and Davidoff, K.C. (2015). Perceptions of Police Scale (POPS): Measuring Attitudes Towards Law Enforcement and Beliefs About Police Bias. *Journal of Psychology and Behavioral Science*, *3*(2), 1-9. https://doi.org/10.15640/jpbs.v3n2a1

Patel, C. (2020). Tackling Police Racism. *The World Today*, *76*(4), 13–15. https://www.jstor.org/stable/48750979

Pósch, K. and Jackson, J. (2021). Police in the Classroom: Evaluation of a Three-Wave Cluster-Randomised Controlled Trial [PDF]. LSE Consulting. Available at: https://fs.hubspotusercontent00.net/hubfs/20248256/Evidence%20and%20research/Police%20in%20the%20classroom_Final%20report_Feb%202021.pdf (Accessed 29 August 2024).

PSHE Association and NPCC. (n.d.). Police in Classrooms Handbook [PDF]. PSHE Association. Available at: https://fs.hubspotusercontent00.net/hubfs/20248256/Guidance/Documents/CYP%20police%20in%20the%20classroom%20handbook.pdf?hsCtaTracking=6ce13dde-24b4-4d20-a9db-0434c410f569%7C5f1fa8b7-7d5b-4fdf-876c-52b26d594116 (Accessed 29 August 2024).

Sanders, M.., Westlake, D., Ellingwood, J., Bancroft, K. and Bennett, V. (2024) Pilot Trial Protocol: Police in Classrooms Randomised Trial – Pilot [PDF]. The Youth Endowment Fund. Available at: *https://youthendowmentfund.org.uk/wp-content/uploads/2024/01/PiCl-Pilot-trial-protocol-Jan-2024.pdf* (Accessed 29 August 2024).

Sanders, M., Westlake, D., Bennett, V., Ellingwood, J., Ablitt, J., Corliss, C, Ewanich, K. Harrop, I., Hamlyn, A. and Davies, A. (2024). Police in Corridors: Feasibility and Pilot Trial Report. The Youth Endowment Fund. Unpublished.

Selvarajah, S., Deivanayagam, T.A., Lasco, G., Scafe, S., White, A., Zembe-Mkabile, W. and Devakumar, D. (2020). Categorisation and Minoritisation. *BMJ Global Health*, *5*(12), e004508. https://doi.org/10.1136/bmjgh-2020-004508

Smith, D.J. and McVie, S. (2003). Theory and Method in the Edinburgh Study of Youth Transitions and Crime. *The British Journal of Criminology*, 43(1), 169–195. https://doi.org/10.1093/bjc/43.1.169

Stokes, L., Dorsett, R., Runge, J., Manzoni, C. and Xu, L. (2021). Supervision of Designated Safeguarding Leads in Primary Schools in Bolton [PDF]. What Works for Children's Social Care. Available at: https://whatworks-csc.org.uk/wpcontent/uploads/WWCSC_DSL-Supervision-Evaluation_February_2021_A.pdf (Accessed 16 August 2024).

Tanner, C. (2021). Policy and Practice Review of Police Involvement in Schools [PDF]. Ottawa-Carleton District School Board, Office of the Human Rights and Equity Advisor. Available at: https://cdnsm5-ss13.sharpschool.com/UserFiles/Servers/Server_55394/File/News/OCDSB%20News/2021/June/Appendix%20A%20to%20Report%202021-049.pdf (Accessed 16 August 2024).

Thornberry, T.P., Lizotte, A.J., Krohn, M.D., Farnworth, M. and Jang, S.J. (1994). Delinquent Peers, Beliefs, and Delinquent Behavior: A Longitudinal Test of Interactional Theory. *Criminology*, 32(1), 47–83. https://doi.org/10.1111/j.1745-9125.1994.tb01146.x

Westlake, D., Pallmann, P., Lugg-Widger, F., Forrester, D., Petrou, S., Daher, S., Adara, L., Cook, L., Munnery, K., Bennett, V., Smith, P. and White, J. (2022). The SWIS Trial: Protocol of a Pragmatic Cluster Randomised Controlled Trial of School Based Social Work. *PLoS ONE,* 17(6), e0265354. https://doi.org/10.1371/journal.pone.0265354

Yesufu, S. (2013). Discriminatory Use of Police Stop-and-Search Powers in London, UK. *International Journal of Police Science & Management*, *15*(4), 281–293. https://doi.org/10.1350/ijps.2013.15.4.318

Youth Endowment Fund. (2025). Racial Disproportionality in Violence Affecting Children and Young People. Available at: https://youthendowmentfund.org.uk/wp-content/uploads/2025/02/YEF_Racial_Disproportionality_FINAL.pdf (Accessed 20 March 2025).

Appendix A: Pupil Survey Information Sheet and Consent Form for parents

INFORMATION SHEET FOR PARENTS – POLICE IN SCHOOLS SURVEY

YOU WILL BE GIVEN A COPY OF THIS INFORMATION SHEET

Version 4 – 12/12/23

Title of project

The Police in Classrooms Evaluation Project

Invitation

We would like to invite your child to participate in this research project which forms part of our research in evaluating the impact of a new PSHE curriculum co-taught between your child's teacher and a trained youth-based police officer. This work is being undertaken by King's College London, in partnership with Cardiff University and is funded by the Youth Endowment Fund.

We would like to know your child's feelings and opinions on the PSHE curriculum and their feelings on police involvement in their education generally. Before you decide whether you want your child to take part, it is important for you to understand why the research is being done and what your child's participation will involve. Please take time to read the following information carefully and discuss it with others if you wish. Please reach out to the research team (contact information at the end of this letter) if there is anything that is not clear or if you or your child would like more information.

What is the purpose of the project?

At the moment, your child will have had PSHE (Personal, Social, Health, and Economic) lessons taught by different members of school staff and in some cases, may have received police-taught lessons in the past. The aim of this study is to understand the impact of new PSHE lessons—called "Police in Classrooms"—that cover subjects relating to the law, personal safety, and avoiding violence. In particular, we are interested in whether and to what extent this new curriculum and delivery model impact young people's safety and wellbeing, and whether they affect how young people feel about the police more broadly. We think your child's feelings and opinions on this topic are essential to help school leaders and teachers improve PSHE instruction to meet students' developmental needs.

Why have I been invited to take part?

We would like your child to participate in this project as they are enrolled in a school where police have been invited to provide lessons in the past, and your child's school has elected to take part in the study after being fully informed on the details and requirements.

What will happen if my child takes part?

This is a randomised controlled trial where we are looking to understand the experiences and feelings of children who receive the Police in Classroom curriculum compared with those who don't (in those cases, their PSHE lessons will continue as usual).

If you are happy for your child to take part in the project, your child will be asked to to complete an online questionnaire, which will ask them questions on their general impressions of police and their general feelings of safety and wellbeing, as measured through the Strengths and Difficulties Questionnaire. Police-related questions include asking about your child's level of agreement with the followed statements:

- *police officers are friendly*

- *police officers protect me*

- *the police are unbiased*

- And other related topics.

Their answers will be made anonymous and will be held confidentially and securely. Participation will take place during the school day in lessons and the questionnaire will take around twenty minutes to complete.

Does my child have to take part?

Your child's participation in the questionnaire is completely voluntary. Your child should only take part if both you and your child want to. Choosing not to take part will not affect their grades or education or disadvantage them in any way. Please contact us if you or your child have any questions when deciding whether to take part (contact information can be found at the end of this letter). **If you don't want them to take part, then please fill in the opt-out letter at the bottom of this form and return to your child's school within two weeks of the date of this letter.**

If your child completes the questionnaire, and then decides after that they would like to withdraw their answers, they will have two weeks to request this. This will be explained to them via video and in written form on the day they complete the survey. If you or your child decides they will not take part in the questionnaire, they will be given a separate non-research-related task set by their teacher. Additionally, not submitting the questionnaire at the end will automatically mean their answers are withdrawn.

What are the possible risks of taking part?

There are limited risks for your child taking part in this study. Some of the questionnaire queries will be related to how police presence makes students feel. Occasionally, some students may feel upset about a question which might bring back stressful or uncomfortable memories. We also understand that there may be some children who have had negative experiences of interactions with the police, due to their identity and how police perceive them because of that. In those cases, we understand that having had more (or less) contact with the police could place additional stress on some children compared to their peers and the research team is mindful of this.

How are we mitigating these risks?

All children will be fully informed on what to do if they feel stressed, upset or uncomfortable by any of the questions, and they will further be informed that they can withdraw from the questionnaire at any point. We will also outline a number of children's helplines which we have included in this participant letter and we will encourage them to speak to you about anything they have concerns with.

As a research team, we have all been trained on and will abide by a published safeguarding protocol. This safeguarding protocol is meant to complement, not supplant, your school's existing safeguarding protocols,

and we will work with your school to identify and comply with relevant steps to ensure the safety and wellbeing of your child.

In addition to the safeguarding procedures in place, we have also undertaken a full risk management process and an Equality Impact Assessment to lessen the risk of harm.

We will treat the information that your child shares with us as confidential, but, as you are aware, we may have to break confidentiality if they tell us something that makes us concerned about them or the safety of others. If this happens then we will liaise with your safeguarding leads and follow the established safeguarding protocol at all times.

If your child does not feel able to ask us for help, we encourage your child to contact an external support service such as The Samaritans (Tel. 116 123, www.samaritans.org) or Childline (Tel. 0800 1111, www.childline.org.uk).

What are the possible benefits of taking part?

We think your child's feelings and opinions on this topic are essential to help school leaders know how your child feels about the police and their schooling experiences. Currently, not enough research has been done and we currently do not understand enough about the impact of the police in schools (both potentially positive and negative) despite its widespread practice across the UK. Participation in this research will therefore allow us to understand more about police presence in schools and make recommendations on best practices in future. Your child's participation will also help your school to develop their PSHE instruction and pastoral care services to better serve your child's needs, helping them feel safe and ready to learn whilst at school.

Data handling and confidentiality

Your child's data will be processed under the terms of UK data protection law (including the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018).

- We will use the information your child gives us to find out how well the Police in Schools project has worked.
- We will write a report about what we find, but the report won't include your child's name and every attempt to keep the data anonymised will be undertaken.

- We will be collecting data on your child's age, sex, gender, ethnicity and any disabilities they have.

- King's College London as sponsor of the project will act as the data controller for the duration of the research project and Cardiff University will act as a data processor.

- No data will be shared outside the EU.

- KCL will destroy all its data by five years' time from the point in which it is stored, and then the project funder YEF will keep data in its archive indefinitely. More information can be found on YEF's data storage practices here.

- We will use the information your child gives us to evaluate whether and how well the Police in Schools Evaluation project has worked and to write a report about our findings based on all the questionnaires we have carried out.

- The final report will not contain any personal information about the people who took part in the study, and it will not be possible to identify individuals from the report. The report will be published on the YEF's website (https://your childthendowmentfund.org.uk/funding/evaluations/), and we might also use the report in publications and dissemination activities. For example, in academic articles, media articles and interviews.

- Once we have finished our study, we will share all the information we have gathered about everyone who has taken part with the Department for Education (DfE). The DfE will replace all identifying information about the children who have taken part in the study (their name, gender, date of birth, home address) with a unique Pupil Matching Reference number in the DfE's National Pupil Database. Once this has been done, it is no longer possible to identify any individual your child from the study data. This process is called pseudonymisation.

- Once information is transferred to the DfE to be pseudonymised, we hand over control to the YEF for protecting your child's personal information. The DfE will transfer the pseudonmyised information to the YEF archive, which is stored in the Office for National Statistics' Secure Research Service. The YEF is the 'controller' of the information in the YEF archive. By maintaining the archive and allowing approved researchers to access the information in the archive, the YEF is performing a task in the public interest and this gives the YEF a lawful basis to use personal information.

- Information in the YEF archive can only be used by approved researchers to explore whether Evaluation of Police in Schools project and other programmes funded by YEF, had an impact over a longer period of time. Using the unique Pupil Matching Reference numbers added to the data by the Department for Education, it will be possible to link the records held in the YEF archive to other public datasets such as education and criminal justice datasets. This will help approved researchers to find out the long-term impact of the projects funded by YEF because they'll be able to see, for example, whether being part of a project reduces a child's likelihood of being excluded from school or becoming involved in criminal activity

- Your child can find more information about the YEF archive and the Five Safes on the YEF's website [insert this link if your child are working on a YEF Launch Grant Round Project: [insert link to the YEF guidance for participants relating to the grant round relevant to your child's project, available from the YEF archive web page: https://your childthendowmentfund.org.uk/evaluation-data-archive/].We encourage all parents and guardians to read the YEF's guidance for participants before

deciding to take part in this study. When archiving the data, King's College London will transfer data controller responsibilities of the data to the YEF, who will have responsibility of the dataset for the duration of the YEF archive.

King's College London has a responsibility to keep information collected about your child safe and secure, and to ensure the integrity of research data. Specialist teams within King's College London continually assess and ensure that data is held in the most appropriate and secure way.

Data Protection Statement

If you or your child would like more information about how their data will be processed under the terms of UK data protection laws please visit the link below:

https://www.kcl.ac.uk/terms/privacy

If you or your child would like a print version of this, please let us know and we can organise for one to be posted for your child.

What if I change my mind about taking part?

You are free to withdraw your child at any point of the project, without having to give a reason. Withdrawing from the project will not affect your child or their education in any way. Their data can be deleted up to the point of two weeks after completing the survey after which withdrawal of your child's data will no longer be possible because the data will have been anonymised and committed to the final report. If your child chooses to withdraw from the project or you want to withdraw them, we will not retain the information your child has given thus far. We will explain to them how they can withdraw their data on the day of the questionnaire via video classes will watch prior to doing the questionnaire. If the child does not want to take part in the questionnaire, they will be given a separate non-research related task set by their teacher.

How is the project being funded?

This project is being funded by The Youth Endowment Fund. They were established in March 2019 by children's charity Impetus, with a £200m endowment and a ten-year mandate from the Home Office. The Youth Endowment Fund's main aim is to prevent children and your young people from becoming involved in violence. They do this by finding out what works and building a movement to put this into practice.

What will happen to the results of the project?

The results of the project will be summarised in academic papers, presentations, media interviews and your child can get a copy of any publications by emailing Professor Michael Sanders on the email address below.

What do I need to do now?

If you would like your child to take part in the study, then you do not need to take any action. The research team will be working with the school to arrange a time for the research to be carried out. **Only return the attached 'opt-out' slip within two weeks of the date of this letter if you do not wish your child to take part.**

Whom should I contact for further information?

If you or your child has any questions or require more information about this project, please contact me using the following contact details:

Professor Michael Sanders whose contact details are:

michael.t.sanders@kcl.ac.uk and **+44 (0) 20 7836 5454.**

What if I have further questions, or if something goes wrong?

If this project has harmed your child in any way or if you or your child wishes to make a complaint about the conduct of the project, you can contact King's College London using the details below for further advice and information:

Professor Bobby Duffy, Director of the Policy Institute, bobby.duffy@kcl.ac.uk.

You can also reach out to the funders of this study, the Youth Endowment Fund:

Lara Gilbert-Doubell, Head of Evaluation, lara.gilbertdoubell@youthendowmentfund.org.uk.

Thank your child for reading this information sheet and for considering taking part in this research.

Parent/Guardian Opt-Out Letter

12/12/23 - Version 4

Please return to your child's school within two weeks of this letter being distributed (* we will insert a dated depending on when the documents are distributed)**

Dear Parent/Caregiver,

After you have read the enclosed information sheet, please consider whether you would like your child to take part in the study and complete the questionnaire.

If we do not receive this form back from you, it will be assumed you are agreeing to have your child included in the study.

Professor Michael Sanders

King's College London

_____

Dear King's College London and Cardiff University research team,

I understand that you will be conducting the above study at my child's school. I do not wish my child to be included in this study.

_____

Signature of Parent/Caregiver

_____

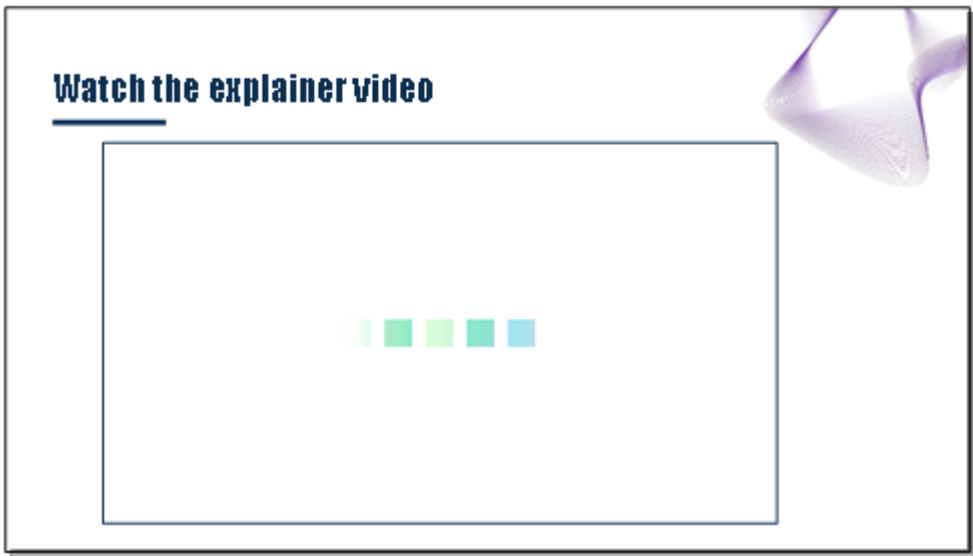Printed Name of Parent/Caregiver

_____

Child's Name

_____

Date

Appendix B: Template Visual Aid for Teachers to Explain Research and Survey to Pupils

Slide 1

Slide 2

Slide 3

Summary of the research study

- The researchers want to know what the effect of having police come into school will have on your behaviour, how safe you feel, and how you feel about the police.
- The research is important because it the results will shape how police work with young people in schools, but you don't have to take part.
- If you want to take part, there is a survey for you to fill in, and you will do another survey in the future.

Slide 4

Examples of survey questions

- Almost all of the questions are multiple choice; some have space for you to write an answer
- You will be asked for your initials and date of birth. This is just so we can match up the survey you are taking now with a survey you will take later. We are collecting thousands of surveys so we won't be able to link the survey back to you!
- If you don't know the answer to a question, leave it blank

Q13. Police officers treat all people fairly.
- ○ Strongly Agree
- ○ Agree
- ○ Undecided
- ○ Disagree
- ○ Strongly Disagree

Q50. Do you agree or disagree with having police work in schools?
Please mark the your answer below and write why you chose that answer.
- ○ Agree _____
- ○ Disagree _____
- ○ Unsure _____

Slide 5

The survey

This slide is for paper surveys - delete if the school is digital

- Now you can decide whether you want to take part in the survey
- If you do want to take part, you will fill in a paper survey. The survey will have the following parts:
  - Info about you
  - Your feelings on police
  - Your feelings on your wellbeing
  - A few open writing questions on police in schools
- If you have any questions, you can refer to the Student Info Sheet or ask your teacher.

Slide 6

The survey

This slide is for digital surveys - delete if the school is using paper surveys

- Now you can decide whether you want to take part in the survey
- If you do want to take part, you will fill in a survey online using the QR code here. The survey will have the following parts:
  - Info about you
  - Your feelings on police
  - Your feelings on your wellbeing
  - A few open writing questions on police in schools
- If you have any questions, you can refer to the Student Info Sheet or ask your teacher.
- If you don't go to the end of the survey, your answers won't be collected.

Insert QR code with specific survey link for the school - you can make a QR code from a link here: https://www.qrcode-monkey.com/

Also include plain link underneath QR code

Appendix C: Pupil Survey Information Sheet and Consent Form for Pupils

Welcome to the Police in Classrooms Evaluation Project. Please read the information below before proceeding. INFORMATION SHEET FOR STUDENT PARTICIPANTS – POLICEINSCHOOLS SURVEY

Title of project
The Police in Classrooms Evaluation Project

Invitation
We would like to invite you to participate in this research project which forms part of our research which is evaluating the impact of police working in schools on children and young people. This work is being undertaken by King's College London, in partnership with Cardiff University and is funded by the Youth Endowment Fund.

We would like to know your feelings and opinions on this topic of police in schools. Before you decide whether you want to take part, it is important for you to understand why the research is being done and what your participation will involve. Please reach out to the research team (contact information at the end of this letter) if there is anything that is not clear or you would like more information.

What is the purpose of the project?
At the moment, you will have had PSHE (Personal, Social, Health, and Economic) lessons taught by different members of school staff and in some cases, may have received police-taught lessons in the past. The aim of this study is to understand the impact of new PSHE lessons—called "Police in Classrooms"— that cover subjects relating to the law, personal safety, and avoiding violence. In particular, we are interested in whether and to what extent this new curriculum and delivery model impact young people's safety and wellbeing, and whether they affect how young people feel about the police more broadly. We think your feelings and opinions on this topic are essential to help schools know how you feel about different lesson experiences. This way we hope these lessons can be taught in a way that helps you feel most engaged with your learning, and helps you feel the most safe and ready to learn whilst at school.

Why have I been invited to take part?
You are being invited to participate in this project because you are enrolled in a school where police have been invited to provide lessons in the past, and your school has elected to take part in the study after being fully informed on the details and requirements.

What will happen if I take part?
This is a randomised controlled trial where we are trying to understand the experiences and feelings of young people who receive specific PSHE lessons compared with those who don't receive them (in which case, lessons will continue as they would normally).

If you choose to take part in the project, you will be asked to to complete an online questionnaire. We will ask you questions about your experiences surrounding having/not having the police in your classrooms and your wider feelings about the police.   Participation will take place during the school day in lessons.

As part of participation in the questionnaire you will be asked questions along the lines of whether you agree or disagree that:
• *police officers are friendly*
• *police officers protect me*
• *the police are unbiased*

• other related topics.

Do I have to take part?

Participation is completely voluntary. You should only take part if you want to. Choosing not to take part will not affect your grades or education or disadvantage you in any way. Please contact us if you have any questions when deciding whether to take part (contact information can be found at the end of this letter). Once you have read the information sheet, please contact us if you have any questions.

If you agree to take part, please complete the consent form on the next page. You can download a copy of the consent form on the bottom of this page.

What are the possible risks of taking part?

There are limited risks of taking part in this study. Some of the survey queries will be related to interactions with the police, and for some of you, this might bring back stressful or uncomfortable memories. We also understand that there may be some of you who have had negative experiences of interactions with the police, due to your identity and how police perceive you because of that. In those cases, we understand that having had more (or less) contact with the police could place additional stress on you compared to their peers and the research team is mindful of this.

How are we addressing these risks?

We know that their school is committed to strong pastoral care and your school's safeguarding team will be accessible for help if needed. We take your school's safeguarding policies extremely seriously and will be always applying them to ensure you are safe. If you feel upset by any of the questions you are asked in the survey, please feel free to withdraw yourself by simply exiting out of it and not submitting the survey. We would also encourage you to approach your teacher or your school's safeguarding team for help.

In addition to the safeguarding procedures in place, we have also undertaken a full risk management process and an Equality Impact Assessment to lessen the risk of harm.

We will treat the information that you share with us as confidential, but, as you are aware, we may have to break confidentiality if you tell us something that makes us concerned about you or others at risk. If this happens then we will liaise with your safeguarding leads and follow the established safeguarding protocol at all times.

If you do not feel able to ask us for help, we encourage you to contact an external support service such as The Samaritans (Tel. 116 123, www.samaritans.org) or Childline (Tel. 0800 1111, www.childline.org.uk).

What are the possible benefits of taking part?

We think your feelings and opinions on this topic are essential to help school leaders know how you feel about the police and your schooling experiences. Currently, not enough research has been done and we currently do not understand enough about the impact of the police in schools (both potentially positive and negative) despite its widespread practice across the UK. Participation in this research will therefore allow us to understand more about police presence in schools and make recommendations on best practices in future. Your participation will also help your school to develop their PSHE instruction and pastoral care services to better serve your needs, helping you feel safe and ready to learn whilst at

school.

Data handling and confidentiality

Your data will be processed under the terms of UK data protection law (including the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018).

• We will use the information you give us to find out how well the Police in Schools project has worked.

• We will write a report about what we find, but the report won't include your name and every attempt to keep the data anonymised will be undertaken.

 • We will be collecting data on your age, sex, gender, ethnicity and any disabilities you feel you have.

• King's College London as sponsor of the project will act as the data controller for the duration of the research project and Cardiff University will act as a data processor.

• No data will be shared outside the EU.

• KCL will destroy all its data by five years' time from the point in which it is stored, and then the project funder YEF will keep data in its archive indefinitely. More information can be found on YEF's data storage practices here.

• We will use the information you give us to evaluate whether and how well the Police in Schools Evaluation project has worked and to write a report about our findings based on all the questionnaires we have carried out.

• The final report will not contain any personal information about the people who took part in the study, and it will not be possible to identify individuals from the report. The report will be published on the YEF's website (https://youthendowmentfund.org.uk/funding/evaluations/), and we might also use the report in publications and dissemination activities. For example, in academic articles, media articles and interviews.

• Once we have finished our study, we will share all of the information we have gathered about everyone who has taken part with the Department for Education (DfE). The DfE will replace all identifying information about the young people who have taken part in the study (their name, gender, date of birth, home address) with the young person's unique Pupil Matching Reference number in the DfE's National Pupil Database. Once this has been done, it is no longer possible to identify any individual young person from the study data. This process is called pseudonymisation.

• Once information is transferred to the DfE to be pseudonymised, we hand over control to the YEF for protecting your personal information. The DfE will transfer the pseudonmyised information to the YEF archive, which is stored in the Office for National Statistics' Secure Research Service. The YEF is the 'controller' of the information in the YEF archive. By maintaining the archive and allowing approved researchers to access the information in the archive, the YEF is performing a task in the public interest and this gives the YEF a lawful basis to use personal information.

 • Information in the YEF archive can only be used by approved researchers to explore whether Evaluation of Police in Schools project and other programmes funded by YEF, had an impact over a longer period of time. Using the unique Pupil Matching Reference numbers added to the data by the Department for Education, it will be possible to link the records held in the YEF archive to other public datasets such as education and criminal justice datasets. This will help approved researchers to find out the long-term impact of the projects funded by YEF because they'll be able to see, for example, whether being part of a project reduces a child's likelihood of being excluded from school or becoming involved in criminal activity

• You can find more information about the YEF archive and the Five Safes on the YEF's website https://youthendowmentfund.org.uk/evaluation-dataarchive/.We encourage all parents and guardians to read the YEF's guidance for participants before deciding to take part in this study. When archiving the

data, King's College London will transfer data controller responsibilities of the data to the YEF, who will have responsibility of the dataset for the duration of the YEF archive.

King's College London has a responsibility to keep information collected about you safe and secure, and to ensure the integrity of research data. Specialist teams within King's College London continually assess and ensure that data is held in the most appropriate and secure way.

Data Protection Statement
If you would like more information about how your data will be processed under the terms of UK data protection laws please visit the link below:

https://www.kcl.ac.uk/terms/privacy

If you would like a print version of this please let us know and we can organise for one to be posted for you.

What if I change my mind about taking part?
You are free to withdraw at any point of the project, without having to give a reason. Withdrawing from the project will not affect you in any way. You are able to withdraw your data from the project up until two weeks after completing your survey after which withdrawal of your data will no longer be possible because the data will have been anonymised and committed to the final report. If you choose to withdraw from the project, we will not retain the information you have given thus far.

How is the project being funded?
This project is being funded by The Youth Endowment Fund. They were established in March 2019 by children's charity Impetus, with a £200m endowment and a ten-year mandate from the Home Office. The Youth Endowment Fund's main aim is to prevent children and young people from becoming involved in violence. They do this by finding out what works and building a movement to put this into practice.

What will happen to the results of the project?
The results of the project will be summarised in academic papers, presentations, media interviews and you can get a copy of any publications by emailing Professor Michael Sanders on the email address below.

Who should I contact for further information?
If you have any questions or require more information about this project, please contact me using the following contact details:
Professor Michael Sanders
michael.t.sanders@kcl.ac.uk
+44 (0) 20 7836 5454

What if I have further questions, or if something goes wrong?
If this project has harmed you in any way or if you wish to make a complaint about the conduct of the project, you can contact King's College London using the details below for further advice and information:
Professor Bobby Duffy, Director of the Policy Institute
bobby.duffy@kcl.ac.uk

You can also reach out to the funders of this study, the Youth Endowment Fund:
Lara Gilbert-Doubell, Head of Evaluation
lara.gilbertdoubell@youthendowmentfund.org.uk

Thank you for reading this information sheet and for considering taking part in this research. If you would like to download a copy of the information sheet, please click on the link below:

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, click 'Yes' to take part in the research.

- 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 (1)

- No, I do not want to take part in the research (2)

Appendix D: The Student Endline Survey

(note: Baseline survey is the same, up until Q53)

Q1. Please provide the two first letters of your First Name

_____

Q2. Please provide the two first letters of your Surname

_____

Q3. What is your date of birth? Please use the format DD/MM/YYYY

_____

Q4. What is your student ID?

_____

- o Don't Know

Q5. Which year are you in?

- o 7
- o 8
- o 9
- o 10
- o 11

Q6. What best describes your biological sex?

- o Male
- o Female
- o Other _____
- o Prefer not to say

Q7. What is your gender?

- o Boy/man
- o Girl/woman
- o Non-binary / third gender
- o Transgender boy/man
- o Transgender girl/woman
- o Prefer to self-identify _____
- o Prefer not to say

Q8. What is your ethnicity?

- o British
- o Irish
- o Gypsy or Irish Traveller
- o Any other white background
- o White and Black Caribbean
- o White and Black African
- o White and Asian
- o Any other mixed
- o Indian
- o Pakistani
- o Bangladeshi
- o Chinese
- o Any other Asian background
- o Caribbean
- o African
- o Any other Black background
- o Arab
- o Any Other

o   Not Stated

o   Prefer not to say

Q9. Have you been eligible for free school meals in the past six years?

o   Yes

o   No

o   Do not know

o   Prefer not to say

Q10. Under the Equality Act 2010 a disability is "a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities." Do you identify as having a disability?

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

    _____

o   I do not

o   Prefer not to say

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

Q11. Police officers are friendly.

o   Strongly Agree

o   Agree

o   Undecided

o   Disagree

o   Strongly Disagree

Q12. Police officers protect me.

o   Strongly Agree

- o Agree

- o Undecided

- o Disagree

- o Strongly Disagree

Q13. Police officers treat all people fairly.

- o Strongly Agree

- o Agree

- o Undecided

- o Disagree

- o Strongly Disagree

Q14. I like the police.

- o Strongly Agree

- o Agree

- o Undecided

- o Disagree

- o Strongly Disagree

Q15. The police are good people.

- o Strongly Agree

- o Agree

- o Undecided

- o Disagree

- o Strongly Disagree

Q16. The police do not discriminate (treat people differently because of their race, sex, age, or background).

- o Strongly Agree

- o   Agree

- o   Undecided

- o   Disagree

- o   Strongly Disagree

Q17. The police provide safety.

- o   Strongly Agree

- o   Agree

- o   Undecided

- o   Disagree

- o   Strongly Disagree

Q18. The police are helpful.

- o   Strongly Agree

- o   Agree

- o   Undecided

- o   Disagree

- o   Strongly Disagree

Q19. The police are trustworthy.

- o   Strongly Agree

- o   Agree

- o   Undecided

- o   Disagree

- o   Strongly Disagree

Q20. The police are reliable.

- o   Strongly Agree

- o   Agree

o Undecided

o Disagree

o Strongly Disagree

Q21. Police officers are unbiased/fair.

o Strongly Agree

o Agree

o Undecided

o Disagree

o Strongly Disagree

Q22. Police officers care about my community.

o Strongly Agree

o Agree

o Undecided

o Disagree

o Strongly Disagree

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.

Q23. I try to be nice to people.

o Not True

o Somewhat True

o Certainly True

Q24. I care about people's feelings.

- o Not True

- o Somewhat True

- o Certainly True

Q25. I am restless, I cannot stay still for long.

- o Not True

- o Somewhat True

- o Certainly True

Q26. I get a lot of headaches, stomach-aches, or sickness.

- o Not True

- o Somewhat True

- o Certainly True

Q27. I usually share with others (food, games, pens etc.).

- o Not True

- o Somewhat True

- o Certainly True

Q28. I get very angry and often lose my temper.

- o Not True

- o Somewhat True

- o Certainly True

Q29. I am usually on my own. I generally play alone or keep to myself.

- o Not True

- o Somewhat True

- o Certainly True

Q30. I usually do as I am told.

- o Not True
- o Somewhat True
- o Certainly True

Q31. I worry a lot.

- o Not True
- o Somewhat True
- o Certainly True

Q32. I am helpful if someone is hurt, upset or feeling ill.

- o Not True
- o Somewhat True
- o Certainly True

Q33. I am constantly fidgeting or squirming.

- o Not True
- o Somewhat True
- o Certainly True

Q34. I have one good friend or more.

- o Not True
- o Somewhat True
- o Certainly True

Q35. I fight a lot. I can make other people do what I want.

- o Not True
- o Somewhat True
- o Certainly True

Q36. I am often unhappy, downhearted or tearful.

- o Not True

- o Somewhat True

- o Certainly True

Q37. Other people my age generally like me.

- o Not True

- o Somewhat True

- o Certainly True

Q38. I am easily distracted; I find it difficult to concentrate.

- o Not True

- o Somewhat True

- o Certainly True

Q39. I am nervous in new situations. I easily lose confidence.

- o Not True

- o Somewhat True

- o Certainly True

Q40. I am kind to younger children.

- o Not True

- o Somewhat True

- o Certainly True

Q41. I am often accused of lying or cheating.

- o Not True

- o Somewhat True

o   Certainly True

Q42. Other children or young people pick on me or bully me.

o   Not True

o   Somewhat True

o   Certainly True

Q43. I often volunteer to help others (parents, teachers, children).

o   Not True

o   Somewhat True

o   Certainly True

Q44. I think before I do things.

o   Not True

o   Somewhat True

o   Certainly True

Q45. I take things that are not mine from home, school or elsewhere.

o   Not True

o   Somewhat True

o   Certainly True

Q46. I get on better with adults than with people my own age.

o   Not True

o   Somewhat True

o   Certainly True

Q47. I have many fears, I am easily scared.

o   Not True

o   Somewhat True

o   Certainly True

Q48. I finish the work I'm doing. My attention is good.

o   Not True

o   Somewhat True

o   Certainly True

Q49. In your opinion, why do you think that we have police working in schools?

_____

_____

Q50. Do you agree or disagree with having police work in schools?

Please mark the your answer below and write why you chose that answer.

o   Agree   _____

o   Disagree   _____

o   Unsure   _____

Q51a. Would you change how police work in schools?

o   Yes

o   No

o   Unsure

Q51b. If you answered 'Yes', what changes would you make?

_____

Q51c. If you answered 'No', What should stay the same about police working in schools?

_____

Q51d. If you answered 'Unsure', What made you select this answer?

_____

Q52a. Do you think there are good things that police do in school?

- o Yes

- o No

- o Unsure

Q52b. Why did you choose this answer?

_____

Q53 Did a police officer come into your classroom to deliver a PSHE lesson this term?

- o Yes

- o No

- o Unsure

If you answered 'No' or 'Unsure', please stop the survey here. If you answered 'Yes', please continue.

Q54 What was the lesson about?

- o Personal Safety

- o Drugs and the Law

- o Violence Prevention

- o Knife Crime

- o I don't know

Q55 To what extent did you think the lesson was:

	Not at all	Slightly	Moderately	Very	Extremely
Interesting	○	○	○	○	○
Important	○	○	○	○	○
Informative	○	○	○	○	○
Easy to understand	○	○	○	○	○

Q56 Do you think that the lesson you received should be delivered by a police officer or by someone else?

- ○ Police officer

- ○ Someone else. If you chose this answer, who do you think should deliver the lesson:

_____

- ○ Unsure

Q57 Will you change anything that you do because of this lesson?

- ○ Yes

- ○ No

- ○ Unsure

Q58 Has this lesson made you feel more confident to talk to your **teacher** about the law and safety?

- ○ Yes

o   No

o   Unsure

Q59 Has this lesson made you feel more confident to talk to the **police** about the law and safety?

o   Yes

o   No

o   Unsure

Q60 Has this lesson made you feel more confident to talk to **someone else** about the law and safety?

o   Yes

o   No

o   Unsure

Q61 What score would you give this lesson out of 10? (1 being the worst score and 10 being the best score). Circle below:

1   2   3   4   5   6   7   8   9   10

Q62 To what extent do you feel that:

	Not at all	Slightly	Moderately	Very	Extremely
Your school police officer knows who you are	○	○	○	○	○
Your school police officer is part of the school	○	○	○	○	○
Your police officer monitors	○	○	○	○	○

pupils in your school

Your school police officer treats all students the same   ○   ○   ○   ○   ○

Appendix E: Information Sheet for Professionals

INFORMATION SHEET FOR PARTICIPANTS (PROFESSIONALS) *Ethical Clearance Reference Number:* 502.

Title of study:

'Police in Schools' Youth Endowment Fund Project

What are we doing?

King's College London and Cardiff University, commissioned and funded by The Youth Endowment Fund (YEF), are undertaking a study of police in schools across England and Wales.

We would like to know about how police in schools works in your school / police force area, and your experiences and opinions on this topic.

Who are we?

We are a team of researchers at King's College London (KCL) and Cardiff University.

The project lead is Professor Michael Sanders, and he can be contacted via these details below: Michael.sanders@kcl.ac.uk or phone +44 (0) 20 7836 5454.

To contact the Cardiff University research team please contact Dr Verity Bennett / Dr Jon Ablitt via: SchoolsResearch@cardiff.ac.uk

Why have I been asked to take part?

You have been invited to take part in the study because you have professional experience of police in schools. We are interested in understanding how police in schools is organised, managed and delivered in schools, and the experiences and opinions of those involved in decision making and delivery.

What will I need to do?

You will be asked to take part in an interview, focus group, or survey. We will ask you questions about your knowledge and experiences surrounding police in schools.

What information do we collect?

We will ask you to give us some information about yourself, such as your job title and level of experience. We will also ask questions about how police in schools is organised, managed and delivered where you are, how decisions are made about what is done, and your experiences and opinions.

Who has reviewed this study?

This study has been reviewed and approved by **Cardiff University School of Social Sciences Research Ethics Committee**; the reference number is **502**.

How do we use your information?

We will use the information you give us to evaluate having police in schools and find out more about how it works.

We will write a report about what we find, and may report findings by police force area, but the report won't include your name and we will ensure that any other information that could be used to identify you is removed.

The report will go on the YEF's website, and anyone will be able to read it. We might also use the report for other purposes e.g., in articles that we write, on our website, in presentations etc.

When we collect and use participants' personal information as part of the study, we (KCL and Cardiff University) are the 'controllers' of the personal information, which means we decide what personal information to collect and how it is used. Please take time to read the following information carefully and discuss it with others if you wish. Ask us if there is anything that is not clear or if you would like more information.

The data protection officers who look after your data and ensure it is kept safe can be contacted at:

KCL: info-compliance@kcl.ac.uk or via +44(0)20 7848 7816

Cardiff University: inforequest@cardiff.ac.uk

How do we comply with the law?

We will only use your information if the law says it's ok, as we are using legitimate interests, and it fits with your rights. Because this study is interesting and important to lots of people, the law says we can use your information to do this kind of work.

We always keep your information safe. During the study, we only let our research team look at your information. We don't share your information with anyone in other countries.

Keeping you and others safe

We will keep what you tell us confidential unless we think that you or someone else might be at risk of harm. If this happens then we will usually talk to you first to tell you why we want to talk to another person or organisation. If you are unhappy about any aspect of the research, you can contact Professor Michael Sanders. You can find his contact details on the first page.

If you are unhappy with anything relating to the research and do not wish to approach the research team, please contact the Chair of School of Social Sciences Research Ethics Committee, Cardiff University, Glamorgan Building, King Edwards VII Avenue, Cardiff, CF10 3WT.

Cardiff University School of Social Sciences Research Ethics Committee email: socsiethics@cardiff.ac.uk

After the study finishes

The Youth Endowment Fund, or YEF for short, is giving us money to do this study. When we finish the study, we'll give your information to the YEF, and they will become the 'controller' of it. They will keep your information in a safe place called the YEF archive. You can find more information about the YEF archive on the YEF's website: https://youthendowmentfund.org.uk/evaluationhttps://youthendowmentfund.org.uk/evaluation-data-archivedata-archive

Before your information goes into the YEF archive, the Department for Education will take out any identifiable information. This means that no one who looks at the information in the YEF archive will know who you are.

In the future, people can ask to use the YEF archive to do more studies to find out whether Police in Schools, and other projects like ours, have helped young people. Only researchers who are approved by the YEF will be able to look at the archive. The police can't use the information in the YEF archive.

Do you want to take part?

We want lots of people to take part because this helps us to understand how police in schools operates, and what makes a difference for young people, their families and schools.

If you do not want to take part in the study, you don't have to. We would like as many people as possible to take part to aid our understanding about police in schools.

Participation is completely voluntary. You should only take part if you want to and choosing not to take part will not disadvantage you in any way. If you choose to take part, you will be asked to provide your consent. To do this you will be asked to indicate that you have read and understood the information provided and that you consent to your anonymous data being used for the purposes explained.

What happens if you change your mind?

You are free to withdraw from the research at any point, this includes during the completion of the interview / survey, or when you have said 'yes' but then changed your mind. You do not have to give a reason. You can withdraw from the research by emailing Professor Michael Sanders at Michael.Sanders@kcl.ac.uk

Withdrawing from the study will not affect you in any way. Once you take part in an interview / focus group / complete a survey, you have two weeks in which you can withdraw your answers (data), but after the two weeks it will be no longer possible to withdraw your data due to analysis having commenced.

What are the possible risks of taking part?

There are no foreseeable disadvantages or risks of taking part. However, some of the questions will be related to interactions with the police, and for some participants this might bring back stressful or uncomfortable memories. If you do feel uncomfortable, please feel free to withdraw from taking part in the research at any time.

How long do we keep your information for?

KCL and Cardiff University will keep your personal information for 12 weeks after we have transferred the data to DfE for archiving, which we anticipate being until around 6 months after the date of publication. We may keep data for longer than this, but we will first remove any information that could directly or indirectly identify individuals – once data has been anonymised in this way, it is no longer 'personal information'.

The YEF will keep information in the YEF archive for as long as it is needed for research purposes. Data protection laws permit personal information to be kept for longer periods of time where it is necessary for research and archiving in the public interest and for statistical purposes. The YEF we will carry out a review every five years to assess whether there is a continued benefit to storing the information in the archive, based on its potential use in future research.

Your data protection rights   You have the right to:

- ask for access to the personal information that we hold about you;

- ask us to correct any personal information that we hold about you which is incorrect, incomplete or inaccurate.

In certain circumstances, you also have the right to:

- ask us to erase your personal information where there is no good reason for us continuing to hold it – please read the information in the earlier section about the time limits for requesting deletion of your personal information;

- object to us using the personal information for public interest purposes;

- ask us to restrict or suspend the use of the personal information, for example, if you want us to establish its accuracy or our reasons for using it.

If you want to exercise any of these rights during the study period, please contact our Data Protection Officer using the details provided on page 2 of this document. We will usually respond within 1 month of receiving your request.

If you want to exercise any of these rights after the study has finished (i.e., after the point when information has been shared with DfE), please contact the YEF. Further information and their contact details are available in YEF's guidance for participants at the link above.

When exercising any of these data rights, we may need to ask for more information from you to help us confirm your identity. This is a security measure to ensure that personal information is not shared with a person who has no right to receive it. We may also contact you to ask you for further information in relation to your request to speed up our response.

Other privacy information

You can find more information about how we collect and use personal information in our privacy notice which is available at www.kcl.ac.uk and more information can be found here: https://www.kcl.ac.uk/research/support/research-ethics/kings-college-london-statement-

onhttps://www.kcl.ac.uk/research/support/research-ethics/kings-college-london-statement-on-use-of-personal-data-in-researchuse-of-personal-data-in-research

And for Cardiff University this information can be found here:

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

Sharing your personal information

We only ever use your personal information if we are satisfied that it is lawful and fair to do so. The above explains how we share data with the Department for Education and the YEF. If you decide to take part in the study, we may also share your personal information with, for example, our external suppliers who provide IT support services to us, our professional advisers, for example, our insurers or our lawyers.

Data security

We will put in place technical and organisational measures in place to protect your personal information, including:

- limiting access to folders where information is stored to only those people who have a need to know

- replacing identifying information (e.g., racial ethnicity, disability information) with a unique code.

Feedback, queries or complaints

If you have any questions about the research, please contact the researchers named at the top of this information sheet (page 1).

If you have any feedback or questions about how we use personal information, or if you want to make a complaint, you can contact our Data Protection Officer using the details provided above (page 2).

We always encourage you to speak to us first, but if you remain unsatisfied you also have the right to make a complaint at any time to the Information Commissioner's Office (ICO), the UK supervisory authority for data protection issues: https://ico.org.uk/make-a-complaint/

If later you feel this study has harmed you in any way or if you wish to make a complaint about the conduct of the study, you can contact King's College London using the details below for further advice and information:

Rosie.campbell@kcl.ac.uk or via **+44 (0) 20 7836 5454** or via **The Policy Institute, King's College London, WC2B 6LE.**

Appendix F: Consent Form for Professionals

CONSENT FORM FOR PARTICIPANTS (PROFESSIONALS)

Ethical Clearance Reference Number: 502.

Title of project: 'Police in Schools' Youth Endowment Fund Project

Please complete this form after you have read the Information Sheet and/or listened to an explanation about the research.

Please initial each statement to confirm that you agree.

	Initial
1. I confirm that I have read and understood the information sheet dated **11.03.24 (V1.4)** for the above project. I have had the opportunity to consider the information and asked questions which have been answered to my satisfaction.	
2. I consent voluntarily to be a participant in this project and understand that I can refuse to take part and can withdraw from the project at any time, without having to give a reason, up until 2 weeks after my participation in the interview/survey.	
3. 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.	
4. I understand that my information may be subject to review by responsible individuals from the College for monitoring and audit purposes.	
5. I understand that confidentiality and anonymity will be maintained, and it will not be possible to identify me in any research outputs.	
6. I consent to my participation in the research being recorded via Microsoft Teams.	

_____   _____   _____

Name of Participant   **Date**   **Signature**

_____   _____   _____

Name of Researcher   **Date**   **Signature**

Appendix G: Pupil Information Sheet for Focus Groups

POLiS info sheet YP focus groups v1.1

Police in Schools

Research Study

Information Sheet for Young People

We are researchers from Cardiff University and King's College London, and are conducting a research study called 'Police in Schools', funded by the Youth Endowment Fund.

This study aims to learn more about how Police work in different schools in England and Wales.

We want to invite you to take part in our study by speaking to us about your opinions and experiences of Police working in your school.

Please take time to read the following information carefully and discuss it with your parent/guardian, or others if you wish. You can ask us for more information by emailing us at SchoolsResearch@cardiff.ac.uk, or ask your teacher to talk to us.

What is the purpose of the study?

The purpose of the Police in Schools research study is to find out how Police work in schools in England and Wales, and especially to find out what works well or what could be made better in the future.

Why have I been invited to take part?

You are being invited to take part in the Police in Schools research study because your school has a Police Officer who works in your school, or who comes to your school to give lessons or assemblies. **We want to know more about what you think about how Police work in your school.**

What will happen if I take part?

If you agree to take part, you will be invited to take part in a focus group in your school. A focus group is a conversation in a small group with a researcher and a few other young people. A teacher or school staff member may also be present.

The researcher will ask some questions about how Police work in your school, and the group will be able to discuss it together. There will be approximately 4-8 young people in the focus group. POLiS info sheet YP focus groups v1.1

The discussion will be recorded with a sound recorder (no video) and will be typed out later so that we can use it to write about what you have told us and what we have learned.

What you say in the focus group will help us understand what young people think about Police in schools. Your words may be used in research reports and presentations, but we won't mention your name or any personal information about you.

Do I have to take part?

No. Participation is completely voluntary. You should only take part if you want to, and choosing not to take part will not disadvantage you in anyway. If you choose to take part, you will be asked to provide your consent, and the consent of your parent/guardian for you to take part. We will ask you and your parent or guardian to sign a consent form that shows us that you have read and understood this information sheet. You will also be able to talk to us directly by email or in person before the focus group, or via your teacher.

If you change your mind about taking part at any point before the focus group, during the focus group, or up to 2 weeks after the focus group, you can choose to withdraw from the study without having to give us a reason. To do this, you can email us or tell your teacher that you do not want to be part of the study anymore. **If you withdraw from the study, we will not use anything that you have said in our research.**

Withdrawing from the study will not affect you or your school life in any way.

What are the possible risks of taking part?

There are no expected risks to taking part. However, the focus group discussion will be about your opinions about the work that Police do in schools. For some people, this might bring back stressful or uncomfortable memories.

Because we will be discussing in a small group with school peers, we must be respectful and sensitive of other people's opinions and feelings, and must not share personal stories about ourselves or others without their permission.

Because what we say in the focus group is being kept anonymous, we must not share anything that anyone says outside of the focus group.

If something that you say makes the researcher concerned for your or someone else's safety, we have a responsibility to report this to the school or other authority.

If you feel uncomfortable during the focus group discussion, you may choose to leave the room and seek help from a teacher or school member of staff. If you would prefer not to speak to a school staff member, Childline is a free service where you can speak to a counsellor on the phone or online. You can call them on 0800 1111 or get more information on their website: childline.org.uk.

What are the possible benefits of taking part? POLiS info sheet YP focus groups v1.1

Whilst there are no immediate benefits for people who take part in this research study, we hope that what you tell us about how the Police work in your school will help us understand what works well, or what could be improved in Police school work around the country. We can then make recommendations about what the best practice is, and hopefully further improve the way Police work in schools in the future.

Data handling and confidentiality

This research study keeps the people who take part anonymous. This means that nobody outside of the focus group will be aware of your identity, and nobody will be able to connect you to the answers you provide in the focus group after they are written up. We will treat what you say confidentially, and we will make every effort to ensure that the information you provide will not allow you to be identified in any research reports, publications or presentations.

Your data will be kept safe on a password-protected Cardiff University computer system and will be held by us for 12 months (1 year). After this, your data will be deleted.

What will happen to the results of the study?

The anonymised results of the Police in Schools research study will be written up and published in reports, journal articles, website pieces, conference presentations, and possibly in other media such as podcasts or TV interviews.

Who should I contact for further information?

If you have any questions or want to know more information about this research study, please contact the Research Team at Cardiff University by email on: SchoolsResearch@cardiff.ac.uk.

What if I have concerns, or if something goes wrong?

If this study has harmed you in any way or if you would like to make a complaint about the conduct of the study, or the researchers, you can contact the Cardiff University School of Social Sciences Research Ethics Committee by email on: socsi-ethics@cardiff.ac.uk.

Thank you for reading this information sheet and for considering taking part in this research.

Appendix H: Pupil Consent Form for Focus Groups

Police in Schools Research Study

Consent form for young people and parents/guardians

Ethical Clearance Reference Number: 502.

Title of project: 'Police in Schools' Youth Endowment Fund Project

Please complete this form after you have read the Information Sheet and/or listened to an explanation about the research.

Please tick the box next to each statement to confirm that you agree with it.

	Tick
7. I confirm that I have read and understood the information sheet for the above study, and any questions I had have been answered.	
8. I understand that my participation is voluntary. If I would like to, I can withdraw from the study up to 2 weeks after taking part, and all of my data will be deleted. I also understand that my decision to take part or not will not affect my school life in any way.	
9. I understand that all the information I provide will be kept confidential, but if what I say causes concern for my safety or the safety of others, the researcher may have to discuss it with the school or other authority.	
10. I agree to the focus group being sound recorded, but that any quotations from it will be anonymised and I will not be identified.	
11. I agree to take part in the research	

_____   _____   _____

Name of Student   **Date**   **Signature**

_____   _____   _____

Name of Parent/Guardian   **Date**   **Signature**

_____   _____   _____

Appendix I: Police in Schools Activities by Police Force (Scoping and Mapping)

Column headers (Police Forces, left to right):
Kent Police · Derbyshire Constabulary · Norfolk Constabulary · Dyfed-Powys Police · Greater Manchester Police · West Midlands Police · Gloucestershire Constabulary · Metropolitan Police Service · Staffordshire Police · Surrey Police · Sussex Police · Nottinghamshire Police · Cleveland Police · Bedfordshire Police · Hampshire Constabulary · Durham Constabulary · Cumbria Constabulary · Northumbria Police · South Wales Police · West Mercia Police · Merseyside Police · Suffolk Constabulary · North Wales Police · North Yorkshire Police · West Yorkshire Police · City of London Police · Wiltshire Police · Lancashire Constabulary · Lincolnshire Police · Avon and Somerset Constabulary · Essex Police · South Yorkshire Police · Hertfordshire Constabulary · Warwickshire Police

Activities (rows):
- Delivering lessons/assemblies/talks on specific topics
- Visible presence in the school (in corridors / school gates etc.)
- Working with schools to identify and support young people at risk of crime / exploitation / radicalisation / social exclusion
- Relationship building with students and the community
- Sharing information with school staff to assist in safeguarding / preventing offending
- Meeting regularly with school staff to gather intelligence on community issues
- Providing safety advice and promoting awareness and safeguarding
- Sign-posting schools and young people to other services
- Attending school events e.g. open days, school dances, shows, fetes, clubs and extra-curricular activities etc.
- Conducting targeted group educational interventions/workshops
- Responding to specific incidents / unplanned events that happen at school
- Identifying opportunities for inter-agency working
- Conducting restorative justice and mediation interventions
- Attending multi-agency safeguarding meetings
- Reporting and recording crimes
- Responding to specific incidents / unplanned events that involve school children outside of school
- Working with local area Youth Justice Team identifying and addressing the needs relating to offending
- School grounds / area patrols
- Dealing with cases where children have gone missing from education
- Conducting searches of students
- After care when missing children return
- Investigating school absences
- Supervising break / lunch time recreation

Legend:
- PiCo & PiCl
- PiCl
- Neither
- Not Stated

Appendix J: 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 When you attend school are you seen more as a visitor or an established member of the school team? *(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 the school? *(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

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

Q23a Presentations / teaching *(please select all that apply)*

- Assemblies (2)

- Peer groups (3)

- ⊗Neither of the above (4)

Q23b Police presence *(please select all that apply)*

- Acting as a visible presence in the school corridors / reception area (1)

- Acting as a visible presence in the school in common areas (e.g. library, dining hall etc) (2)

- Acting as a visible presence at the school boundary / gates (3)

- Conducting school grounds / area patrols (4)

- Supervising break / lunch time recreation (5)

- ⊗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)*

- being involved in crime (1)

- being a victim of crime (2)

- exploitation (3)

- radicalisation (4)

- social exclusion (5)

- ⊗None of the above (6)

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

- Attending school staff meetings (1)

- Sharing information with school staff to assist in safeguarding (2)

- Sharing information with school staff to assist in offending prevention (3)

- Sharing information with school staff for other reasons (please specify) (4)
  _____

- Gathering information from school staff to assist in safeguarding (5)

- Gathering information from school staff to assist in preventing offending (6)

- Gathering information from school staff for police intelligence (7)

- ⊗None of the above (8)

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

- Identifying opportunities for inter-agency working (1)

- Attending multi-agency safeguarding meetings (2)

- Working with Youth Justice Team to identify / address needs relating to offending (3)

- Sign-posting schools and young people to other services (4)

- ⊗None of the above (5)

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

- General relationship building with school staff (1)

- General relationship building with pupils (2)

- General relationship building with families (3)

- General relationship building with other members of the community (4)

- Conducting restorative justice and mediation interventions (5)

- Conducting targeted group educational interventions / workshops (6)

- Providing ad-hoc safety advice / promoting awareness (7)

- Attending school events e.g. open days, school dances, shows, fetes, clubs and extra-curricular activities etc. (8)

- ⊗None of the above (9)

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

- Reporting and recording crimes (1)

- Responding to specific incidents / unplanned events that happen at school (2)

- Responding to specific incidents / unplanned events that happen outside school (but involve school pupils) (3)

- Conducting searches of students (4)

- Investigating school absences (5)

- Missing child investigations (6)

- After care/ safe and well checks when missing children return (7)

- Weapon Sweeps (8)

- Screen Arch Ops (9)

- Junior VPC (10)

- Senior VPC (11)

- ⊗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 K: 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 th... [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 L: Mapping Survey Launch Page

Welcome to the Police in Schools mapping survey
We are researchers from the Children's Social Care Research and Development Centre (CASCADE) at Cardiff University. In collaboration with the Policy Institute at King's College London, and funded by the Youth Endowment Fund, we are researching 'Police in Schools' practice across England and Wales.

We would like to invite you to take part in our survey. Before you decide, we would like you to understand why this research is being done and what it involves. Please read through the information and contact us to discuss any questions you may have, or if anything is not clear.

Thank you, the Police in Schools team at Cardiff University: SchoolsResearch@cardiff.ac.uk

Why have I been asked to take part?

We are hoping to engage all 43 Police Forces to map out a clear national picture of 'Police in Schools' across England and Wales.

This survey asks, *"What is being delivered, how much is done, who delivers this and where does it happen?"*. As a key representative of your Police Force you are being invited to take part to answer these questions.

Answers to this survey will help inform a future large-scale evaluation of the impact of 'Police in Schools' on young people.

What will it involve?

This survey will take roughly 15 minutes to complete. Taking part in this survey is entirely optional. After taking part, you have a two-week period during which you can contact us to request that your survey response is deleted. You can do this by emailing the address provided above.

We will ask you to name specific schools in your Police Force Area, and the input they receive from School Police Officers. Please have this information to hand before commencing the survey.

Data collected in this survey will be treated as confidential and we will not publish the names of these schools, nor the exact numbers of schools or Police Officers working in schools in your area.

We ask for school names so that we can link to metrics such as school size, percentage of students receiving free school meals and other demographic data. For more information on confidentiality, data protection, the funding of this research and what will happen to the results, please download our information sheet using the link below.

Information sheet for professionals v1.3

Consent. I have read and understood the Police in Schools Information Sheet and agree to take part in this survey.

Appendix M: Explanation of Proposed Research Activities

Police in Schools Research Study

School research activity information

We are a research team comprised of researchers at Cardiff University and King's College London. We have been commissioned by the Youth Endowment Fund to conduct a research project looking into police practice in schools. As your school has a designated school officer, or has a partnership or agreement with the local police force to conduct certain activities in the school, we would like to ask for your support by:

- Participating in our study,

- Helping to identify and recruit school staff and students to participate,

- Helping facilitate school-based research activities.

Our proposed activities are as follows:

1. An in-person focus group with school students (approx. 4-8 participants; composition/year group is up to the school)

2. Online individual interviews with school strategic decisionmakers

3. An online focus group with school staff/practitioners from a selection of schools (approx. 6 participants)

4. A school-based observation of police practice

If your school is interested in taking part, please get in touch by contacting the research team at SchoolsResearch@cardiff.ac.uk. We will then invite you to book in interviews and focus groups via our online booking system and will arrange a call to discuss the feasibility of running a student focus group and/or observations of police practice at your school.

Student focus groups (in person)

We are proposing to conduct focus groups with students. These will focus on perceptions and experiences of police and their work in schools.

Focus groups will be conducted on school premises, during school time, by researchers from Cardiff University and/or King's College London. All researchers have experience conducting research activities with children and young people, and are in receipt of an Enhanced DBS certificate.

The proceedings will be audio recorded with the intention of producing a transcript for analysis. Verbatim quotations may be reproduced in reports and other research outputs in order to illustrate findings.

We will take all possible steps to ensure that data resulting from focus group participation is kept confidential and anonymised. Participants will also be asked not to share focus group content with non-participants, and will be asked not to share personal experiences that could potentially be sensitive or embarrassing.

A school representative may be present during the focus group session.

Personal consent to participate in the research will be sought from students, as well as their parents or guardians. We will provide information sheets and consent forms to be completed, however we are available to answer any queries or concerns via email at SchoolsResearch@cardiff.ac.uk.

School staff interviews and focus groups (online)

We would also like to conduct interviews and focus groups with school staff to better understand their perspectives on and experiences of police engagement in schools, and how this work fits into school life operationally.

We are looking to conduct individual interviews with school-based strategic decisionmakers (1 per school), and a focus group with staff members from a selection of schools who have curriculum links to police engagement or a coordination role.

These staff interviews and focus groups will be conducted online over Microsoft Teams.

Like the students, staff will be asked to sign a consent form at the start of the focus group and will be similarly informed about audio recording, anonymity, etc.

School-based observations of police practices (in person)

We are further proposing to observe police officers as they conduct their school-based duties, both inside the classroom (e.g. during lesson or assembly delivery) and outside of the classroom (if they do work of this nature, and if appropriate). We will seek consent to do this from individual officers, however we are also requesting consent from the school to be able to carry out these research engagements on school premises.

Data will be collected in the form of written fieldnotes by a researcher trained in ethnographic methodologies. They will focus on the police officers' role and their engagement. However, while students and school staff are not the subject of the research, they may feature incidentally in written accounts. All possible steps will be taken to actively maintain their anonymity, including avoiding recording personal or physical descriptions, and not recording verbatim quotes if and when their words or communication style may identify the speaker.

Written consent will not be requested from those individuals who may incidentally feature; however the researcher will be operating overtly and will be available to discuss or provide information about what they are doing. This being said, the researcher will attempt to be minimally invasive and take measures to prevent their presence from being a disruption.

We are available to discuss the practicalities of potential observations at SchoolsResearch@cardiff.ac.uk or you can speak to Jon Ablitt, the researcher who will be leading observations directly at ablittj@cardiff.ac.uk. We can also arrange to discuss via Teams if this is preferred.

Appendix N: Spillover Regression Output

Regression Results of Treatment Dosage on Control group Endline Police Attitudes

	Endline Police Attitudes
Treatment Dosage	-0.25 (0.18)
Sex (base = male)	

Female	0.07 (0.04)
Other	0.30 (0.25)
Prefer not to say	0.71*** (0.18)
Ethnicity (base = white)	
Black	0.34*** (0.07)
South Asian	-0.04 (0.07)
East Asian	-0.06 (0.12)
Arab	0.38 (0.21)
Not stated	0.11 (0.08)
Other	0.07 (0.09)
Disability (base = yes)	
No	-0.05 (0.06)
Prefer not to say	0.18* (0.09)
Free school meal (base = yes)	
No	-0.07 (0.05)
Do not know	-0.12 (0.06)
Prefer not to say	-0.13 (0.20)
Constant	2.56*** (0.10)
Observations	1052

Standard errors in parentheses * p< .05, ** p < .01, *** p < .001

Regression Results of Treatment Dosage on Control group Endline Perceptions of Police Bias

	Endline Police Perceptions
Treatment Dosage	0.24 (0.23)
Sex (base = male)	
Female	0.10 (0.05)
Other	0.48 (0.32)
Prefer not to say	0.70** (0.22)
Ethnicity (base = white)	
Black	0.36*** (0.09)
South Asian	-0.16 (0.09)
East Asian	0.11 (0.15)
Arab	0.32 (0.26)
Not stated	0.14 (0.10)
Other	0.03 (0.12)
Disability (base = yes)	
No	-0.02 (0.08)
Prefer not to say	0.11 (0.11)
Free school meal (base = yes)	
No	-0.01 (0.06)
Do not know	-0.05 (0.08)

Prefer not to say	-0.57* (0.25)
Constant	2.84*** (0.13)
Observations	1075

Standard errors in parentheses * p< .05, ** p < .01, *** p < .001

Appendix O: Targets for Community Stakeholders Research Group Recruitment

Targets for Community Stakeholders Research Group Recruitment

- Geographies:
  - Devon
  - Shropshire
  - Cumbria
  - North Wales
- Anti-racist groups
- Disability groups
- Faith-based groups
- LGBTQ+ communities
- Healthcare providers
- Social services
- Youth representatives
- Ex-offenders
- Housing insecure populations
- Government representatives
- Refugee communities

Appendix P: Information Sheet for Potential Community Stakeholders Research Group Members

Police in Schools Trial – Information for Research Community Stakeholders

Hello, and thank you for your interest in this exciting research study! This information sheet gives an overview of the research project being undertaken by King's College London and Cardiff University, in collaboration with the National Police Chiefs Council and the PSHE Association. The study is funded by the Youth Endowment Fund.

What is this project about?

The overarching goal of this project is to look at the effect of policing in schools. There are two strands to the research: Police in Corridors (PiCo), and Police in Classrooms (PiCl).

The Police in Corridors (PiCo) strand of the work is looking at Safer School Partnerships (SSPs), which have been established across many secondary schools in England to provide police support across a range of activities. These can include patrols before and/or after school in the school vicinity and local community, attending school staff meetings, leading educational/redirection conversations one-on-one with pupils after an offence, sharing intelligence (e.g. with school SLTS, community officers), and acting as a resource on the law for pupils and staff. The aim of PiCo is to assess the impact of police in schools in terms of these day-to-day contributions.

The Police in Classrooms (PiCl) strand is looking at police involvement in the delivery of PSHE (Personal, Social, Health, and Economic Education). Police officers visit PSHE lessons and provide teaching about various topics, such as staying safe or the law. The goal of PiCl is to understand whether and how police can contribute to the teaching of PSHE in schools in a way that is high quality, protects vulnerable young people, and improves confidence in the police.

What are the benefits of taking part?

- Engage in Collaborative Research

o Collaborate with professionals and academics on this cutting-edge research project which will inform national policing practice, as well as shining light on the value of Safer Schools Partnerships across London.

- Participate in Thought-Provoking Discussions

o Contribute your insights and expertise in our regular meetings and discussions, where we explore our research project plan and discuss potential avenues for effective intervention aimed at helping keep children safer.

- Networking Opportunities

o Connect with a diverse group of individuals passionate about creating safer environments for children, establishing meaningful professional relationships that extend beyond our research project community.

What will you need to do?

We would like you to attend a 45 minute online discussion every eight weeks to hear about our research activities and give your opinions.

How will my data be safeguarded?

All data collected by the project will be treated confidentially and securely and according to UK GDPR. Data will be stored and transferred compliant with ISO/IEC 27001:2013.

Next steps? Questions?

To register your interest in taking part in our Research Community Stakeholders Group, fill out the Microsoft form emailed to you, or contact Isobel Harrop at Isobel.harrop@kcl.ac.uk.

If you have any questions about our research or about the Research Community Stakeholders Group, please contact Dr Kate Bancroft (kate.bancroft@kcl.ac.uk) or Isobel Harrop (Isobel.harrop@kcl.ac.uk).

Appendix Q: Fidelity checklist for lesson observations

Fidelity checklist for lesson observations:

1. Did the officer use the PSHE power point slide deck to support the lesson?

…….

2. Did the officer provide a box or envelope for students to add questions, so they don't have to say them in front of the class?

…….

3. Did the officer use the PSHE resources print outs to support activities?

…….

4. Was the officer sensitive to the needs and experiences of individuals? (did the officer check in with the teacher before class to ask if any student experiences to be sensitive to?)

…….

5. Were there opportunities for students to discuss issues in small groups as well as sharing views with the class?

…….

6. Did the officer make students aware of sources of support, both inside and outside the school?

…….

7. Did the teacher stay in the classroom throughout?

…….

8. Did the teacher handle any behavioural issues?

…….

9. Did the officer have to handle any behavioural issues?

…….

10. Was the lesson delivered to the intended year group?

…….

11. Were all the lesson elements covered as planned? (see checklists for lessons below)

…….

Appendix Q: Fidelity checklist for lesson observations

Fidelity checklist for lesson observations:

1. Did the officer use the PSHE power point slide deck to support the lesson?

…….

2. Did the officer provide a box or envelope for students to add questions, so they don't have to say them in front of the class?

…….

3. Did the officer use the PSHE resources print outs to support activities?

…….

4. Was the officer sensitive to the needs and experiences of individuals? (did the officer check in with the teacher before class to ask if any student experiences to be sensitive to?)

…….

5. Were there opportunities for students to discuss issues in small groups as well as sharing views with the class?

…….

6. Did the officer make students aware of sources of support, both inside and outside the school?

…….

7. Did the teacher stay in the classroom throughout?

………..

8. Did the teacher handle any behavioural issues?

………..

9. Did the officer have to handle any behavioural issues?

………..

10. Was the lesson delivered to the intended year group?

………..

11. Were all the lesson elements covered as planned? (see checklists for lessons below)

…….