

## EVALUATION REPORT

# Police in Corridors

## 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.

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

Youth Endowment Fund

C/O Impetus

10 Queen Street Place London

EC4R 1AG

[www.youthendowmentfund.org.uk](http://www.youthendowmentfund.org.uk)

[hello@youthendowmentfund.org.uk](mailto:hello@youthendowmentfund.org.uk)

Registered Charity Number: 1185413

# Contents

About the Youth Endowment Fund.....	2
Contents .....	3
About the evaluator .....	6
Executive summary .....	7
Introduction.....	9
Background .....	9
The role of police in schools .....	9
Intervention .....	10
Ethical review .....	11
Data protection.....	13
Project team/stakeholders.....	14
Scoping, mapping and in-depth feasibility study .....	17
Introduction .....	17
Research questions.....	17
Methods .....	19
Participant selection.....	19
Theory of change/logic model development.....	20
Data collection .....	20
Analysis.....	22
Timeline.....	23
Findings.....	24
Participation in the study.....	24
Findings in relation to RQ1–4.....	26
RQ5: Logic model development .....	37
Conclusion – feasibility study.....	43
Evaluator’s judgement of intervention feasibility .....	45
Pilot trial .....	48
Overview .....	48
Success criteria .....	50

Method – pilot trial .....	53
Trial design .....	53
Participant selection.....	53
Outcomes.....	54
Data collection .....	56
Randomisation .....	57
Analysis .....	57
Racial equity advisor review .....	60
Community stakeholders research group .....	60
Methods – IPE .....	63
Participant selection.....	63
Data collection .....	63
Analysis .....	64
Timeline.....	66
Findings – pilot trial.....	68
Termination due to low school recruitment .....	68
Evaluation feasibility .....	70
Evidence of promise .....	72
Findings – IPE .....	73
Participation in the IPE .....	73
Answering RQ13–16 .....	73
Conclusion – pilot trial and IPE .....	81
Internal pilot (succession to efficacy) success criteria .....	84
Cost information.....	85
Evaluator judgement of evaluation feasibility.....	85
Final summary.....	87
References .....	89
Appendices .....	93
Appendix A: Information and consent form for parents (survey) .....	93
Appendix B: Information sheet and consent form for student baseline surveys.....	101
Appendix C: The Pupil Baseline Survey .....	107

Appendix D: Mapping survey launch page.....	120
Appendix E: Information sheet for professionals .....	122
Appendix F: Consent form for professionals .....	128
Appendix G: Student information for focus groups.....	130
Appendix H: Student consent form for focus groups .....	133
Appendix I: Gatekeeper Letter.....	134
Appendix J: Police in schools activities by police force (Scoping and Mapping).....	137
Appendix K: Recruitment information sheet – info for police.....	138
Appendix L: Recruitment slides example – schools .....	140
Appendix M: Targets for Community Stakeholders Research Group Recruitment.....	144
Appendix N: Information Sheet for Potential Community Stakeholders Research Group Members.....	145
Appendix O: School Staff IPE Survey.....	147
Appendix P: Police IPE Survey .....	157
Appendix Q: Police work return (excel file) .....	169

## 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](mailto:michael.t.sanders@kcl.ac.uk).

The project

Police are present in many schools across England and Wales, aiming to keep children safe by building trust in policing, encouraging children to seek help, increasing police visibility, and deterring violence. Despite the time and resource invested in this approach, and the potential risk to children’s safety, there is very little research on the role police play in schools or the impact on children or violence. Robust evaluation is vital to understanding potential impacts on children. Police activities in schools can be roughly grouped into those in classrooms, where officers deliver educational instruction (explored in YEF’s police in classrooms project), and those in corridors (police in corridors [PiCo]), which encompasses the other activities and engagement police conduct in schools. PiCo activities include police attending staff meetings, holding educational conversations with children who have offended, and leading assemblies. They may conduct patrols, search for drugs or weapons, and share intelligence with school staff. The frequency of visits to a school is variable (based on the number of incidents, issues, and resources), with some officers school-based full time and others visiting once per week. Some schools are assigned a dedicated officer who delivers work, known as a Safer Schools Officer (SSO).

This evaluation of PiCo was a feasibility and pilot study. Due to the intervention’s potential for harm, especially among Black, Asian and Minority Ethnic pupils, a race equity associate was involved throughout to ensure the research design, materials, and terminology were sensitive to and accounted for racial and ethnic differences in experiences with the police. The feasibility study aimed to understand how PiCo is implemented across secondary schools in England and Wales; how implementation varies; and how police, school staff, and children perceive the approach. It explored these considerations through a scoping exercise (involving interviews with five PiCo decision-makers from five forces), a mapping survey (completed by 34 police forces), and qualitative exploratory work with 10 force areas (involving interviews; focus groups; and observations with 35 officers, 10 school staff, and 41 children from 23 schools). The feasibility study ran from October 2023 to July 2024. The pilot study was then designed as a two-armed cluster randomised controlled trial (RCT) run with the Metropolitan Police and schools in London with children aged 11–16. The pilot was intended to run as a ‘withholding RCT’: existing instances of PiCo were to be withdrawn temporarily from sites randomised to the control arm. Whilst the treatment group would keep their SSO, the control group would have their SSO removed. Mainstream secondary schools with existing SSOs were eligible to participate. The pilot aimed to explore how PiCo could be evaluated further and establish outcome measures, the acceptability of randomisation, and data collection and analysis methods. Two schools in Hounslow were recruited to the pilot, but no children took part in the study, as it was terminated early, running from January to May 2024.

Key conclusions
The feasibility study found high variation in the nature and extent of police activities in schools across England and Wales. PiCo is mainly delivered by trained officers assigned to a school, but activities vary considerably in their range and extent. Common activities include talks and assemblies, sharing information with school staff to assist safeguarding, being a visible presence, and providing children and staff with support and signposting to services.
Police and school staff felt that PiCo should prioritise safeguarding and prevention over enforcement and criminalisation.
PiCo was generally well-perceived by children, school staff, and police. Some children reflected that PiCo made them feel safer at school and in the community, while others expressed mixed feelings. Concerns were also raised by school staff about the potential impact of having police in school on a school’s reputation.
The pilot study faced significant recruitment challenges and ended early. Two of the 10 target schools were recruited. Reluctance to participate was driven by the risk of being randomised to the control group and temporarily losing police presence in school.

A randomised controlled trial of PiCo is not currently feasible. Alternative designs (such as a model where randomisation occurs between schools who already share an SSO, or a quasi-experimental design that uses existing variance) may be feasible – further work is needed to explore acceptability and feasibility.

## Interpretation

The feasibility study found high variation in the nature and extent of PiCo activities across England and Wales. 15 out of 34 forces across England and Wales felt that their police in schools practice matched the activities and aims of PiCo as defined in the study. Of these forces, 11 out of 15 had dedicated school officers, with just two forces placing officers in different schools as part of their wider role. Three forces had police in schools full- or part-time, while others visited weekly. PiCo activities varied widely between forces and schools in terms of aims, time spent, and officer remit. All forces delivering PiCo gave talks and assemblies, shared safeguarding information with staff, acted as a visible presence, attended events, and provided children and staff with support and signposting to services. Survey data suggested less common activities included patrols (8/15 forces), searching children (6/15), investigating absences (4/15), and supervising breaks (4/15).

Police and school staff felt that PiCo activity should prioritise safeguarding and prevention over enforcement and criminalisation, and should build trust and confidence, improve safety and safeguarding, and develop prevention strategies between the police and school community. Officers who delivered PiCo were generally experienced and specially trained, with 80% of forces providing some or all officers with specific training on topics such as safeguarding and child-centred policing. The schools receiving PiCo were typically selected based on need, with little variation in activities between year groups. Decisions on the PiCo activities conducted were mostly made jointly by schools and police based on needs, risks, and local policing strategy.

PiCo was generally well perceived by children, school staff, and police. No participants raised how being part of a Black, Asian or Minority Ethnic community affected their perceptions about having police in schools, though the focus group design may have been a barrier for children expressing themselves on sensitive issues. Local policing issues, officer teaching skills, and officer friendliness impacted how PiCo was delivered and perceived. Children differentiated the PiCo officer from other police – a ‘community officer’ offering support through informal interactions. Some children reported feeling safer, better informed about local incidents, and more likely to disclose information and ask for help as a result of PiCo. However, school staff worried that PiCo might signal to parents that a school has problems and impact a school’s reputation, rather than reflecting broader aims to embed police in school life. Some school staff suggested that a general (rather than targeted) offer to all schools in an area could help ease concerns.

The pilot study faced significant recruitment challenges and ended early. Two of 10 target schools were recruited. The trial design relied on schools with existing SSOs taking part (due to the impracticality and ethical challenges of placing additional officers in schools), but the risk of being in the control group was a key barrier to participation for schools and SSOs. Schools didn’t want to lose their local SSO, and SSOs worried that crucial work would be missed or they would be reassigned to less desirable tasks. Limited insights can be drawn from one participating force; PiCo was delivered as intended in this force, and there was some suggestion from children and police that when an officer takes a supportive approach, it might help overcome children’s negative impressions of police.

A RCT of PiCo is not currently feasible because of issues in recruiting schools and police. Alternative designs (such as a model where randomisation occurs between schools who already share an SSO or a quasi-experimental design that uses existing variance in practice) may be feasible. Further work is needed to explore their acceptability and feasibility. YEF is therefore not proceeding to an efficacy trial of PiCo at this time. This is why YEF uses pilot studies: to test the feasibility of a large-scale impact study before expending significant time and resource on delivering one.



### Background

Schools are critical not just to pupils' learning, but also to 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 young people 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.

On the one hand, schools are well suited to these roles, as they are likely to interact with pupils more often than other professionals; as such, they are potentially able to detect early signs, seeing changes in behaviour or friendship groups that could presage a worrying change. On the other hand, schools were not designed, and teachers 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 (SWIS) (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<sup>1</sup> of this study revealed the diverse activities that comprise a typical school officer's 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 other activities. 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. Previous research on PiCo work suggests that 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 lunchroom) (Hopkins et al., 1992; Gaffney et al., 2021). This approach aims to increase police visibility, facilitate the earlier detection of warning signs, and allow decisive early action to prevent harm. It also seeks to improve the relationship between pupils and the police.

---

<sup>1</sup> As of 23 June 2023, we have conducted interviews with five different groups associated with local police forces: Avon and Somerset, Metropolitan Police (London), Kent, West Mercia, and the Wales Schools Programme (SchoolBeat Cymru).

The second approach, referred to here as police in classrooms (PiCl), aims to provide age-appropriate classroom instruction on a variety of topics, from drugs and alcohol to knife crime to online safety. Further, PiCl aims to demystify the police and, in so doing, make the police more approachable by young people who may be at risk or need help. While a PiCl officer may also play PiCo roles, this is not always the case, and PiCl work may be done by an officer that 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 young people through a combination of instruction, deterrence, and relationship building. This approach is not without its risks, including the potential for net widening (increasing the likelihood that young people will enter the criminal justice system) and labelling (the stigmatisation of schools and/or pupils due to the presence of police) (Gaffney et al., 2021). The negative impact 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 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 can, in turn, contribute to offending later (Price, 2009; Bradford and Yesberg, 2019).

## **Intervention**

This report is primarily concerned with the feasibility and pilot trial of the PiCo intervention in England and Wales, with another report from our team capturing the PiCl elements of POLiS (Sanders et al., 2024b). Since these two elements are often working in tandem with each other, there is some overlap between this report and the PiCl report, particularly in terms of the discussion of findings from the scoping and mapping; wherever possible, we will limit our discussion to the PiCo intervention.

As discussed, PiCo can encompass a broad set of activities, with schools officers performing diverse activities that can differ from day to day and across the school year. These activities can include conducting patrols before and/or after school in the school vicinity and local community, attending school staff meetings, leading educational/redirectional 1:1 conversations with pupils after an offence, sharing intelligence (e.g. with school senior leadership teams [SLTs] and community officers), and acting as a resource for pupils and staff. PiCo activities can also include educational inputs, such as assemblies on various topics relating to the law.

For the purpose of this trial, we set out with two main goals. First, we sought to capture the wide range of PiCo implementations across police forces across England and Wales. To achieve this aim, we undertook a scoping and mapping exercise whereby we surveyed the majority of police forces in England and Wales, then proceeded with an in-depth exercise with 10 police forces to understand how PiCo works operationally. Second, we focused on particular implementation to understand whether we can quantify the impacts of a particular PiCo approach through an RCT. To do this, we recruited the Metropolitan (Met) Police in London to undertake an RCT, with the treatment element being a Safer Schools Officer (SSO) undertaking typical activities as part of Safer School Partnerships (SSPs).

The SSP intervention is a universal approach, aimed at secondary schools, whereby a school will have a named police officer who can provide various services, both planned and ad hoc. The SSO is meant to be a visible and familiar presence at their assigned schools, with the time they spend on campus dependent on how many schools they support; the particular needs of the school; and the overall availability of SSOs, both in terms of staffing numbers and in the assignment of SSOs to alternate duties, known as abstractions.

Given that the theorised impact of SSOs proceeds from maintaining a regular, familiar presence in a school (rather than offering a specific programme delivery or input), we defined the pilot intervention as the presence (or lack thereof) of the SSO at their assigned school. The length of time for the intervention was left to be determined alongside the schools and the partner constabulary, but we aimed for two months at minimum, or a couple of school terms at maximum. Since it would be impractical to assign an SSO at random to schools that currently do not have SSPs, we planned for a randomised withholding trial whereby sample schools that already had SSPs in place would be selected at random to lose access to their SSO for a defined period of time. Since the SSP intervention, by its nature, represents a range of various activities that are both planned and reactive, as well as diverse and particular to the individual school, we did not set out to prescribe a particular approach to the SSP intervention, instead planning to conduct an extensive implementation and process evaluation (IPE) to capture the diversity and complexity of the intervention. We could alternatively describe the intervention as losing access to an SSO (i.e. a withholding intervention), when a school is accustomed to having one; in that case, the intervention would simply be defined as the treated schools' SSOs being temporarily reassigned, and those schools' interactions with the police would assume a level similar to schools that lack a SSP.

Early on, there was concern over safeguarding in the schools that were randomised to lose their SSO. In partnership with the Met Police, we developed guidance for the schools on how to address any safeguarding incidents that might arise during the trial period. Early on, we also level-set the extent to which SSOs address acute crises in schools; while this does happen, emergency response is not the explicit duty of an SSO, with their role often more often one of an advisor than a security guard. That said, the withholding of intervention is not without risk, and we discuss this aspect (and its impacts) in the 'Findings' section of this report.

## **Ethical review**

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

The 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 No. 502.

The most recent [protocol for this trial](#) was published on the YEF website ahead of the trial's launch.

Pupil participants and their parents were given a chance to opt out of completing the baseline and endline surveys.

We prepared a parent information sheet that detailed 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 to be given a presentation by their teacher that included a video produced by KCL staff explaining the purpose of the research and how to fill in the survey questions if they wanted to take part. Pupils were also provided with a pupil information sheet and consent form (see Appendix B), which was stapled to the front of the surveys. The pupil information sheet explained the purpose of the research, our data usage policy, and the right to withdraw from the study and asked pupils whether they would like to give their consent to take part in the research.

The primary outcome measures of rates of offending and victimhood among pupils enrolled at the sampled schools were taken from administrative data records held by police forces. These records were anonymised so that we could not identify individual pupils; we were limited only to the school enrolment and age of the suspect or victim. Since the data were transferred anonymously, there was no mechanism by which pupils could 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 D), with a link to the information sheet to which respondents were asked to consent before completing the survey.

The qualitative engagements, including interviews and focus groups with professionals and focus groups with pupils, required written opt-in consent for participation. The information sheets included the purpose of the study and its practical implications, our data usage policy, information about the voluntary character of participation and the right to withdraw, and our feedback and complaints procedures.

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 was typically sent more than a week prior; however, on some occasions, prospective participants wanted to take part sooner, and therefore, the proformas 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 pupil's consent form alongside them. The pupil information sheets (see Appendix G) and pupil consent forms (see Appendix H) were written in age-appropriate language and were sent to representatives of their schools via email, to either be manually disseminated or emailed to parents. They were then returned, in person, during the focus group.

At the beginning of all the interviews and focus groups, the researcher provided a brief explanation of the research, reiterated the ethical considerations and the voluntary character 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 attended by invitation from schools and police officers. Their informed consent was negotiated beforehand and the practicalities discussed in meetings prior to the events. For practical reasons, the pupils' written consent was not sought for observations; however, the researcher was introduced in the classroom observations and operated overtly in all activities, writing field notes based on the police practice in a notebook. No personally identifying information was recorded in the field notes, and only anonymised

utterances by pupils that were explicitly relevant to the police practice were recorded in the field notes. During the school gates/community patrol 'go along', the researcher stepped away when there was a risk of overhearing potentially sensitive or private conversations between police officers and pupils or other members of the public in a public space.

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 I).

## **Data protection**

Researchers at KCL and Cardiff University follow the data protection guidelines set out by their respective universities (Cardiff University, n.d.; KCL, 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, at which point all data on Qualtrics were deleted. Only researchers actively involved in analysing the data had access to the SharePoint folder.

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

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

The audio recordings were then sent for transcribing by a university-approved external transcription service as an encrypted FastFile. The returned transcripts were saved to a limited-access SharePoint folder.

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

All the identifying information from the qualitative research engagements was removed from the reports prior to their publication. This included attributing quotations to generic filenames adhering to a broadly applicable category (e.g. 'Police Focus Group 1', 'Pupil Focus Group 4'), and replacing all references in direct quotations to names, places, schools, and police forces with a generic category (e.g. [name], [neighbourhood], [school]). Where specialist role titles might 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 to be collected digitally via Qualtrics and through paper surveys and from the Met Police via a secure Box file transfer. Qualtrics is compliant with the General Data Protection Regulation (GDPR) (Qualtrics, n.d.). Personal and criminal offence data were to be collected and analysed in a deidentified form, with the data held for five years or until the date of final publication, whichever occurs sooner. After this date, all data were to be deleted from the research teams' records. Data archiving will not be required here, as no pilot trial data were collected or analysed.

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 in the research. The Met Police and the schools recruited to the research signed data sharing agreements that included extensive descriptions of the purpose of collecting the data, the data required, how it would be stored, and how long it would 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 the information and consent forms (see Appendices A and B).

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.

The relevant data protection policy statements can be found here:

- 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/stakeholders**

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

### **King's College London research team**

The KCL team was responsible for the pilot trial portion of the research, including recruiting and liaising with schools, conducting intervention randomisation, collecting and analysing the pilot data, liaising with the Met Police, and collecting cost data.

- Prof Michael Sanders: Principal Investigator, responsible for all aspects of the research and its overall direction.
- Julia Ellingwood: Project Manager and lead for the pilot trial, responsible for day-to-day project management and communications with YEF, delivery partners, and other stakeholders; the recruitment of schools to the project; and quantitative and statistical data analysis.
- Kira Ewanich: Research Assistant, responsible for the smooth running of the trial, data collection and analysis and reporting; managing the data sharing agreement collection from schools; and leading on pupil survey administration, dataset creation, and the analysis of pupil survey data.
- Isobel Harrop: Research Assistant, responsible for the smooth running of the trial, data collection and analysis and reporting; managing the community stakeholders research group (CSRG); and contributing to the analysis of police administrative data. Liaised with Youthinmind on the use of the Strengths and Difficulties Questionnaire.

- Kate Bancroft: Research Associate, led on the ethics review and pupil/parent/gatekeeper letters and consent forms for the pilot trial. Also led the equalities impact assessment, liaised with the YEF Racial Equity Associate, and founded the Community Research Stakeholders Group.
- Domenica Avila: Quantitative Researcher, consulted on the development of the survey instruments.

### **Cardiff University research team**

- David Westlake: Principal Research Fellow, responsible for funding acquisition, the study design, and report writing and editing.
- Dr Verity Bennett: Research Fellow, responsible for funding acquisition, the study design, the project management of the feasibility study and IPE, quantitative data collection and analysis, and report writing and editing.
- Dr Jonathan Ablitt: Research Associate, responsible for funding acquisition, ethical clearance, participant recruitment, stakeholder liaison activities, qualitative data collection and analysis, and report writing.
- Dr Cindy Corliss: Research Associate, responsible for participant recruitment, creative methods participatory work, data collection and analysis, and report writing.
- Amy Hamlyn: Research Assistant, responsible for data collection, quantitative analysis, and report writing.
- Aimee-Louise Davies: Research Student, responsible for data collection, qualitative analysis, and report writing.

### **National Police Chiefs' Council**

The National Police Chiefs' Council (NPCC) advised during the co-design phase of the trial, particularly contributing to selecting relevant and feasible outcome measures. It took part in school and borough team recruitment to the pilot trial, facilitating introductions and generating interest in the research. It also facilitated connections with multiple police forces during the scoping, mapping, and qualitative exploratory work.

### **The Metropolitan Police**

The Met Police put the research team in contact with school- and borough-based Safer Schools teams that could be recruited to the trial. The Safer Schools team we recruited then worked with us to help recruit schools and shared data with us about the activities of an SSO in their team.

### **London Schools**

Two Hounslow-area schools were recruited via the Met Police to the trial, accepted the randomisation of the intervention, and began to administer baseline surveys.

### **Jessica Davies, YEF Racial Equity Advisor**

Jessica Davies reviewed our surveys, consent forms, and interview and focus group guides and helped us to improve our terminology to ensure that our work accounted for racial and ethnic differences in experience with the police and that our research materials were inclusive.

### **CSRG**

We recruited a CSG, which currently comprises four members with varied experience working with young people. We prioritised having members with professional or lived experiences that were different from those of the research team so as to broaden our perspective when assessing our planned research activities. The CSG has advised us on our survey design, outcome measures, and subgroup analysis.

### **Behavioural Insights Team**

The behavioural insights team (BIT) conducted the school randomisation independently of the research team (however, since the pilot trial was terminated early, no meaningful use came of the randomisation).



## Scoping, mapping and in-depth feasibility study

### Introduction

Following initial discussions with the NPCC and police forces during the co-design phase, police in schools (POLiS) was divided into two main types of approach: police in classrooms (PiCl) and police in corridors (PiCo). These were defined as follows:

- **PiCl:** This approach aims to provide age-appropriate classroom instruction on a variety of topics, from drugs and alcohol to knife crime to online safety. Further, it aims to demystify the police and, in so doing, make the police in general more approachable by young people who may be at risk or need help.
- **PiCo:** This approach seeks to embed the 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 lunchroom). This approach aims to increase police visibility, facilitate the earlier detection of warning signs, and allow decisive early action to prevent harm.

These definitions were presented to participants during the scoping and mapping aspects of the study, and are the 'definitions' referred to throughout this report. This report focuses on PiCo and relates to the study protocol published previously (Sanders et al., 2022). A separate report (Sanders et al., 2024a) covers PiCl.

### Research questions

The study aims to address the following research questions (RQs).

RQ1: What is the nature of PiCo as it is currently implemented (business as usual [BAU])?

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

RQ2: What is the extent of PiCo in England and Wales?

RQ3: How and to what extent does PiCo vary in England and Wales?

- a. To what extent does the nature of PiCo vary between police force areas?
- b. To what extent does PiCo vary between different schools?

RQ4: How acceptable is PiCo to pupils, school staff, and the police?

- a. How does being part of a minoritised group and/or adverse past experiences with the police impact the acceptability of PiCo among pupils, and what are school staff's and police officers' perceptions of this?
- b. Do other factors (e.g. school type, local area context) play a role in the acceptability of PiCo?
- c. Are there particular aspects of the nature of PiCo that make the intervention more or less acceptable?

RQ5: How is PiCo perceived by stakeholders to achieve 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 PiCo operates (e.g. race/minority status, school type, local context), and how might these impact intervention activities, mechanisms, and outcomes?

## Methods

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

- Scoping
- Mapping
- Qualitative exploratory work.

As described in the study protocol, scoping primarily involved interviews with key decision makers; mapping was based on a survey of police 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 PiCo would be 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 person to interview.

#### Mapping

All 43 police forces in England and Wales were invited to participate in the mapping survey in January 2024. To reach as many forces as possible, in April 2024, researchers sent follow-up emails to those forces who had yet to respond, using contact details and/or police force web forms. 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 PiCo 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. 10 additional forces were selected to provide representation across a range of police force sizes, geographic regions in both England and Wales, and rural and urban localities. Selection was based on the results of the mapping survey. The participating forces were given the option to provide their contact details in a proforma at the end of the survey. These details were then used to contact them to discuss further in-depth research participation. For the most part, this was successful; however, on some occasions, the survey respondent did not have the authority to make further decisions on behalf of the police force and/or were not forthcoming with the contact details of a 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 head and deputy head teachers, DSLs and other personnel who had direct contact with the police officers in schools. Interviews with school personnel were arranged at a mutually agreed-upon time, conducted either with the research team via a web form 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 the 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 PiCo
- Five focus groups (n = 25) with school staff (DSLs and deputy or headteachers) with an understanding of PiCo from an operational perspective
- Five pupil focus groups (n = 25)
- Participatory work with pupils (n = 25).

## **Theory of change/logic model development**

### **Initial logic model development**

The initial logic model development took place iteratively, following a series of informal conversations with police contacts provided by the funder and NPCC. These logic models were then discussed, modified, and agreed upon 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., 2022).

### **Revision of the theory of change**

During the analysis stage, the logic model was reviewed and revised in light of the data collected. Based on the 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, such as 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 PiCI 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, n.d.). The survey asked representatives of each police force the extent to which they felt that the definitions (see the definitions in the introduction to the Scoping, Mapping, and In-Depth Feasibility Study section, above) described the work performed 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 members of police staff in schools.

The survey was created using 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.

## **Interviews and focus groups**

All interviews and focus groups took a semi-structured approach, with a schedule of questions and prompts based on the research questions allowing for inquiries 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 by researchers at the respective school sites. Audio recordings of all interviews and focus groups with school staff and police were transcribed prior to the analysis.

## **Participatory work**

Researchers took notes during the participatory work with pupils and captured photographs of completed activities, where relevant. One of the activities required pupils to write down three things they believed about the police. The researcher then collected the notes and read them aloud, asking pupils to agree or disagree with the statements. Statements ranged from 'The police are helpful' to 'The police can be harsh and overpowering'. In both sessions where this activity took place, the pupils were most likely to place the responses in the middle of 'agree' and 'disagree', as they felt the statements fell somewhere between the two.

All the 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 required to have parental consent to take part in the focus groups and participatory work.

## **Changes to the methods after the feasibility study commenced**

Once the feasibility study had commenced, we made a few minor changes to our methods, including some additional interviews and focus groups with the target participants and one joint interview with a council Well-Being Lead and independent personal, social, health, and economic (PSHE) education consultant. This joint interview with the council Well-Being Lead and independent PSHE consultant was added at the request of the police gatekeepers to gain further insight into the strategic underpinnings of the local programme.

**Table 1. Feasibility study methods overview**

Research methods	Data collection methods	Participants/data sources	Data analysis method	Research questions addressed	Implementation/logic model relevance
1. Scoping practice	Individual interviews  Policy document review	Senior decision-makers in five police forces  Policy documentation from five police forces taking part in scoping interviews	Thematic analysis	RQ1, RQ2, RQ5	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 groups  Interviews  Participatory activities	School police officers  School staff involved in day-to-day operations  School pupils  School key decision-makers	Thematic analysis	RQ1, RQ3, RQ4, RQ5	Perceived mechanisms and intermediate outcomes  Context for mechanisms

## Analysis

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

Mapping survey data were 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, the researchers compared the 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 were analysed using descriptive statistics (counts and percentages) calculated to describe the key characteristics of PiCo across police forces, including the activities conducted by POLiS; the people who were assigned to conduct those activities and their training and experience; and the remit of

the activity conductors’ roles. Internal variation in the delivery to schools within police forces was also compared.

In-depth interview and focus group data were analysed using a thematic approach (Braun and Clarke, 2006). An initial coding framework was developed based on the research questions and PiCo theory of change (see Figure 3 for updated PiCo logic model). Before the coding commenced, this framework was discussed and modified by the researchers who had conducted the data collection. Interview and focus group transcripts were grouped according to the participants and types of data collection (i.e. pupils, police officers, school staff interviews, school staff focus groups) and coded in NVivo software (Version 12.6.1.970). Four researchers in total 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 approach 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 the coding progressed. The codes were discussed among the research team in a series of collaborative analysis sessions, following which key themes were constructed.

**Timeline**

**Table 2. Timeline**

Date	Activity
October–December 2023	Scoping interviews
January–July 2024	Mapping survey
February–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 explore the somewhat challenging task of defining PiCo, highlighting the varied nature of practice and how it is described. 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 in the previous chapter, before presenting the findings as they relate to each research question.

#### Scoping and mapping stages

- **Scoping interviews:** As intended, we interviewed key POLiS decision-makers in five police forces; three out of five provided PiCo 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. POLiS contacts from 31 forces in England and three forces in Wales (79%; 34/43 police forces) responded to the survey. 15 forces felt that the activities conducted by their police officers in schools fit the PiCo description and so are analysed below.

#### In-depth stage

- **School police officers:** Focus groups were conducted with 35 police officers in six police force areas (England n = 5; Wales n = 1) who conducted PiCo activities.
- **Strategic decision makers in schools:** We conducted interviews with 10 school staff from 10 schools in six police force areas (England n = 5; Wales n = 1) who were involved in decision-making regarding PiCo delivery at their schools.
- **School staff involved in day-to-day operations:** We conducted interviews with 10 school staff from 10 schools in six police force areas (England n = 5; Wales n = 1) who were involved in decision-making regarding POLiS delivery at their schools.
- **School pupils:** We conducted nine focus groups with 41 school pupils in six police forces (England n = 5; Wales n = 1).

In total, we engaged with school staff and pupils from 23 schools and one representative from an academy trust (a group of schools). These schools varied in size and type and were selected to cover a range of different characteristics, although all were mainstream secondary schools except for one pupil referral unit. The schools included two boys' schools, two girls' schools, and 18 mixed schools. The total number of pupils in each school ranged from 101 to 1,923, and the percentage of pupils eligible for free school meals ranged from 4.5 % to 70.1%.



**Table 3. 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
RQ1	15	3	35	10	18	41
RQ2	15	3	–	–	–	–
RQ3	–	–	35	10	18	41
RQ4	15	–	35	10	18	41

In terms of the police forces included, three out of the five involved in the scoping stage reported providing PiCo, and six out of the 10 involved at the in-depth stage told us they were providing PiCo.

## Defining PiCo in England and Wales

The mapping survey asked representatives from each police force about the extent to which they felt that the definitions described the work undertaken in their police force area and how we could more accurately define each type of approach so that it fit their activities. This suggests that, unlike PiCl, PiCo does not lend itself to a clear definition.

The phrasing itself – 'police in corridors' – was generally unpopular, and although most of the police forces who answered the question (30/32) answered that their staff would conduct a range of activities outside of classroom lessons (Figure 1), only 47% (15/32) felt that POLiS practice in their police force area fit the definition (see the introduction to the Scoping, mapping and in-depth feasibility study section) of PiCo. Two thirds (66%; 10/15) agreed that this definition fit their practice 'to some extent', and a third (33%; 5/15) felt that it fit 'to a small extent'. No police forces felt that this definition described their work 'to a large extent'. All 16 forces who felt that the definition of PiCo fit POLiS practice also felt that the PiCl definition fitted the police work conducted in schools in their area. The scoping exercise and the analysis of publicly available documents also suggested that POLiS practice varies substantially between UK police force areas. A grid summarising the activities conducted across police forces can be found in Appendix J.

For the purpose of this report, we use data from the 15 forces (all of which were in England) who felt the definition of PiCo fitted their approach.

## Findings in relation to RQ1–4

### **RQ1: What is the nature of PiCo as it is currently implemented (business as usual [BAU])?**

#### **RQ1a: What is the intended/perceived purpose of PiCo according to key stakeholders (i.e. strategic decision-makers in the police, school police officers, school governors, school staff, pupils)?**

All three PiCo forces with whom we conducted scoping interviews strongly emphasised that POLiS should be ‘child focused’ and should prioritise safeguarding and prevention over enforcement and criminalisation.

In Dyfed-Powys, where POLiS conducted both PiCo and PiCI, officers were reportedly working towards the overarching aims of prevention, intervention, and protection (safeguarding). They did this by being available outside of the classroom lessons that they delivered. When necessary, the schools could contact their officer, who would come in and deal directly with any incidents within the school. Similarly, in Kent, where officers undertook both PiCI and PiCo, the intervention aims were designed around the four *E*’s: education, engagement, early intervention, and enforcement. Again, the programme of work was described as being school-led and based on needs with a content basis that is in line with PSHE guidelines. All secondary schools in the Kent area had an assigned police liaison lead who was collectively responsible for ensuring a level of consistency in delivery.

London’s Met Police took a similar approach 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, 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 the victims of crime
4. Offer early intervention and diversion, promoting positive pathways for pupils.

#### **RQ1b: What is the remit of PiCo (e.g. role requirements, safeguarding policies)?**

Scoping interviews and the mapping survey gave a sense of the remit of police in corridors, the format and requirements of the role, and the policies that underpin it. Most PiCo police forces (73%; 11/15) had dedicated staff who visited but were not based in schools, and three of these forces also had dedicated staff based on the premises either full- or part-time. Two forces only had police who worked in schools as part of a wider, more general role.

#### **What activities does the PiCo police role include?**

Activities conducted as part of the PiCo role are numerous and wide-ranging. Police working in schools in all 15 forces delivered talks and assemblies, provided advice and signposting for schools and pupils, shared information and met with the school staff, attended school events, and acted as a visible presence in the school. Activities conducted by only a few forces included conducting searches of pupils, supervising break and lunchtime recreation, and investigating school absences. These activities are detailed in Table 4, which gives the number and percentage of forces involved in each activity.

**Table 4. Number and percentage of PiCo forces conducting activities in schools**

Activity	n	%
Delivering lessons, assemblies, and talks on specific topics	15	100%
Being a visible presence in the school (in corridors, at the school gates, etc.)	15	100%
Working with teachers and school staff to identify and support pupils at risk of being involved in/a victim of crime, exploitation, radicalisation, and/or social exclusion	15	100%
Relationship building with the pupils and the community	15	100%
Sharing information with school staff to assist in safeguarding and in preventing offending	15	100%
Meeting regularly with school staff to gather intelligence on community issues	15	100%
Providing safety advice and promoting awareness and safeguarding	15	100%
Signposting schools and pupils to other services	15	100%
Attending school events (e.g. open days, school dances, shows, fetes, clubs, and extra-curricular activities)	15	100%
Conducting targeted group educational interventions and workshops	14	93%
Responding to specific incidents and/or unplanned events that happen at school	14	93%
Identifying opportunities for inter-agency working	14	93%
Conducting restorative justice and mediation interventions	13	87%
Attending multi-agency safeguarding meetings	13	87%
Reporting and recording crimes	12	80%
Responding to specific incidents and/or unplanned events that involve schoolchildren outside of school	11	73%

Activity	n	%
Working with the local area youth justice team to identify and address the needs relating to offending	8	53%
Conducting school grounds/area patrols	8	53%
Dealing with cases where children have gone missing from education	7	47%
Conducting searches of pupils	6	40%
Providing aftercare when missing children return	5	33%
Investigating school absences	4	27%
Supervising break/lunchtime recreation	4	27%

Qualitative analysis gave further insights into the nature of these activities and the specific roles the police officers have in the schools. For instance, the topic of weapons and drugs was discussed in relation to the patrolling and searching functions noted above.

### **Weapons and drugs sweeps and searches**

The need to uncover contraband such as weapons and drugs was a key consideration for several forces, but the way in which this was undertaken varied between schools and forces. One scoping interviewee explained that their force tended not to conduct patrols within the school. However, its activities did include conducting searches, which is what happened in the case of Child Q (Gamble and McCallum, 2022). Officers were described as responding to incidents on an ad hoc basis and finding that they gathered intelligence just by being in the school itself (Police Key Decision-Maker: Interview 3). In some instances, drug sniffer dogs might be used to aid searches, but the respondents emphasised that these are conducted sensitively and with the full backing and support of the school.

Searches seem to be used differently across forces; another force described the need for what it called a 'policing purpose'. It noted that searches would not usually be performed at the school's request and that they would only be carried out in cases where criminal behaviour was suspected. More broadly, officers might be involved in gathering intelligence via observations and informal conversations (Police Key Decision-Maker: Interview 2).

Other police officers suggested that their force would only involve itself in a pupil search if it were deemed unsafe for the schools to do so themselves; however, they also noted that the schools were better placed to carry out physical searches if they considered that there was a requirement to do so, as they had both the appropriate powers and trust relationships with the pupils. The officers explained that schools can receive safe-search training to carry out this task themselves:

*Well, schools have powers to search, but in certain circumstances, maybe like I say, if it was a knife involved, and we happened to be around then, yeah, we ... If we're asked for assistance then, yeah, definitely. (Police Focus Group 6)*

*What happened a couple of years back, through the violence reduction unit, the wider violence reduction unit, is they trained quite a few schools in search techniques, safe-search techniques for the teachers, and that was like a train-the-trainer approach. It's not every school across [police force] by any means, but a lot of them know how to search quite effectively now, and schools officers can be there to support that, but actually they've got more powers than we do within the schools for the search, so ... and they're more trusted by the kids. We would push the schools to search in the first instance, unless it's not safe. (Police Focus Group 6)*

In another force area, school DSLs explained that they ask the schools officers to conduct weapons and drugs sweeps of the area as a way to keep both the wider community safe, as well as the school. The school conducted 'wand' scans of its pupils with handheld metal detectors, but it also asked for unannounced knife arch (walk-through metal detector) support as a deterrent to knife-carrying:

*We ask them also to do a weapon sweep of the area to look for drugs and weapons that could be secreted in the local residents' gardens, and that's as much a supportive measure for our neighbours as it is for, you know, getting the stuff that they've got – grinders and, you know, drugs, stashes of drugs and weapons – and have been found. We also ... they link with our St Giles support worker as well on cases. We do wand our students, but we have also asked for support with the knife arches on occasions, randomly unannounced so that the students are not aware that it's going to happen; that's to keep the children on their toes as much as anything. (School Staff Focus Group 6)*

## **Targeted interventions**

Various examples of targeted interventions were offered, often where the police were asked to intervene by the school. As the following example shows, the involvement of the officer might be part of a punishment, a more routine follow-up, or a source of support, all of which have been designed to prevent further instances of that behaviour.

*If we had a situation where, for example, a student was found with drugs in the school, and we took it through our school discipline processes, part of our response to that might be to ask for Caroline to come and talk to the child in school about what they had done. It might be part of what we arrange as a sanction or a follow-up or a method of support for that child, to try and make sure that they don't repeat that behaviour in the future as well. (School Staff Interview 14)*

## **Restorative justice**

Restorative justice is an approach to addressing harm and conflict that focuses on repairing relationships and restoring order rather than solely on punishment. It usually operates by bringing together offenders, victims, and the wider community (Marshall, 1999). The topic of restorative justice was raised in relation to PiCo work a number of times and especially in relation to lower-level disorder. The following example, from a school staff focus group, provides a rationale for this in the context of PiCo:

*If there's been a scrap or a fight, and if it's something ... I know it's awful, nobody should hit anybody, but if it's just like, grappling and stuff like that, we would ask for a restorative justice [resolution].*

*Obviously, if it was anything more serious than that, then we would always advise the parent to contact police and report that as an incident. And if they're not confident to do that, then we would report through our local school policing team ... it's a little bit like mediation and contracting. (School Staff Focus Group 6)*

In terms of the response itself, the respondent went on to illustrate what this looks like within the school.

*So, they will sign a piece of paper – it's not a witness statement or anything like that, but it'll be – this incident occurred, you're both saying that, or you're all saying, or however many, this incident occurred on this date, this is the impact it had on you, or that this is the outcome. Your name will be recorded somewhere in this document, and you're both to sign it to say now that, that's the end of it, and there's going to be no further action, and the police say, we'll keep this on file, and if anything else comes up with your name on it ... Tends to do the job ... (School Staff Focus Group 4)*

### **Navigating the boundaries of the role**

Finally, these findings raise questions about the boundaries of the PiCo role and how they are drawn (and sometimes redrawn). The boundaries of PiCo officers' remit in practice is not always clear-cut. There was a widely held view that the nature of the role meant that it had to flex and adapt to the circumstances of the time – taking account of societal attitudes towards youth crime and the role of schools in preventing it. This led one scoping participant to '[raise] the question of actually, is that their job?' They went on to reflect on the challenges around this:

*You know, is it the job of a police officer to be walking a kid to school, to the point where they're not getting out of trouble, but then you look back around [at] what kids ... what police are supposed to do around [the] prevention and detection of crime, and that is a crime prevention, effectively. It becomes complicated because then it becomes a funding issue and [a question of] which agency should have that responsibility. If the kid is at that much risk of harm, is that our policing role to be stepping in there, or is it actually ... something for the local authority and social services? (Police Key Decision-maker Interview 3)*

This respondent drew an interesting conclusion, which suggests that sticking unwaveringly to what would traditionally be considered law enforcement might result in not getting the most from the PiCo role:

*So the value we give and where that sits against policing, again, is an interesting question because I think where it works really well, we may be breaching the boundaries of where we should be as police in terms of law enforcement. (Police Key Decision-maker Interview 3)*

Another of the scoping interview participants added some detail to what might dictate the type of involvement police have, describing how certain issues – such as conflict in the Middle East or Ukraine – can:

*[B]ring certain pinch points and a certain raise in temperature within certain individuals, and we might need a response [from the police], but we might not. So it's free and reactive, but also having a strategy of certain things. What our strategy involves is definitely key messages from key adults on a regular basis, and a lot of the time, the PC will be involved in some of them, if they're relevant. (School Staff Interview 12)*

A key message from across the analysis is that police and schools need to collaborate and communicate effectively in order for these boundaries to be successfully navigated.

### **RQ1c: Who makes decisions about the purpose, activities, and delivery of PiCo, and what do they base these decisions on?**

Schools and police officers make decisions together about the activities police conduct in schools, although this may be managed centrally, within various layers of management at the police force level, in line with the police schools policy.

*Each of those [areas] has schools officers that are managed and sort of owned by the borough that [they] may sit within. And then, in the centre of the Met, there's a small team of officers who's a schools team, who kind of lead on the schools policy and [are] ... managing those officers. It's slightly complicated by the fact that the borough owns them, so the borough makes the final decision on what those officers do ... And it will be, for that kind of negotiation to work, between the school's 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)*

One member of school staff, in a more rural police force, told of how the school and the officer were both flexible to the other's needs in terms of what the officer could help with and the activities that the school would support. Their description reflects several others, which suggest a predominantly (though not universally) harmonious and shared decision-making process between the schools and the police:

*It's quite flexible. I can't remember them ever saying 'no' to something, you know, but we try and work together, and they're open to ideas. Some of the stuff we obviously ... If they're coming up [and saying], 'Oh, we're having a big push on this at the police. Can we do some of this?' 'Yeah, because obviously it links. And if we've got some ideas, can you come help us with this?' 'Yes, we can.' So yeah, we've seen flexibility. I don't think there's a sort of a big 'I don't do that', or 'I don't do this', or 'I do do this'. (School Staff Interview 12)*

Local area concerns and trends are also taken into consideration. For example, Bedfordshire make decisions by holding liaison meetings between the police and schools 'to gauge sentiment, understand ground-level trends, meet counterparts, speak to their concerns' (Mapping Survey). However, many decisions are based on the specific needs of each school because 'a standardised one-size-fits-all approach may not work ... due to different needs [among schools]' (Mapping Survey).

### **RQ1d: How is PiCo delivered?**

#### **Practitioners delivering PiCo**

The officers who delivered PiCo were generally experienced officers who had, in most cases, received specialist training. In terms of the training officers received, the majority (80%; 12/15) of police forces answered that either some (4/15) or all (8/15) of their staff who were working in schools had received specific training. The level of training largely depended on the role being conducted. For example, for those doing a dedicated POLiS role, typical training would include safeguarding, counterterrorism (including Prevent), youth justice, and child-centred policing. 67% of PiCo forces (10/15) required all staff in schools to have a minimum amount of experience, and the remaining forces did not require this. In most forces, the

minimum amount of experience required was two years (equivalent to being out of the probation period for new officers), although some forces required three years' experience.

There was also a suggestion that it is important for these roles to be filled willingly, by officers who volunteer to work in schools. One scoping interview participant noted that all officers in their force who were working in schools '[were] people applying to do it, and for me, I've been very, very strong in my view that it needs to be that way' (Police Key Decision-Maker Interview 4). This may be because, in the words of a scoping interviewee from another force:

*It's not necessarily seen as a particularly desirable role for people to go into ... It's a vocation within a vocation that needs officers that want to work with children and dedicate their time to doing that.*  
(Police Key Decision-Maker Interview 3)

### Schools receiving PiCo

All 15 PiCo forces offered dedicated (named) officers who acted as a specific point of contact for schools in their police force areas. In two thirds (10/15) of these forces, every school in the police force area had a named first point of contact.

Of the 3/15 PiCo forces who had officers based in schools full- or part-time, two of these forces provided a list of schools, summary details for which are provided in Table 5. One force did not list schools, but told us that it has school-based officers in the 18 schools identified as having the greatest need for a schools officer (i.e. higher levels of youth crime and disorder). There was no apparent differentiation between the year groups in general PiCo practice, but there were some cases where input was targeted at certain year groups on a topic/needs basis.

**Table 5. Summary of schools with a police officer based on-site full- or part-time.**

	Metropolitan Police (n = 65)	Nottinghamshire (n = 73)
<b>School type</b>		
Local authority–maintained schools	28	8
Local authority–maintained pupil referral units	6	0
Academies	24	46
Free schools	9	4
Special schools	3	10
Colleges	1	4



Other types of school	0	1
Unknown	0	7
<b>Gender</b>		
Boys	5	0
Girls	5	0
Mixed	55	73
<b>Free school meals</b>		
Average percentage of pupils eligible for free school meals	35.23	30.2

### How much is delivered and how frequently?

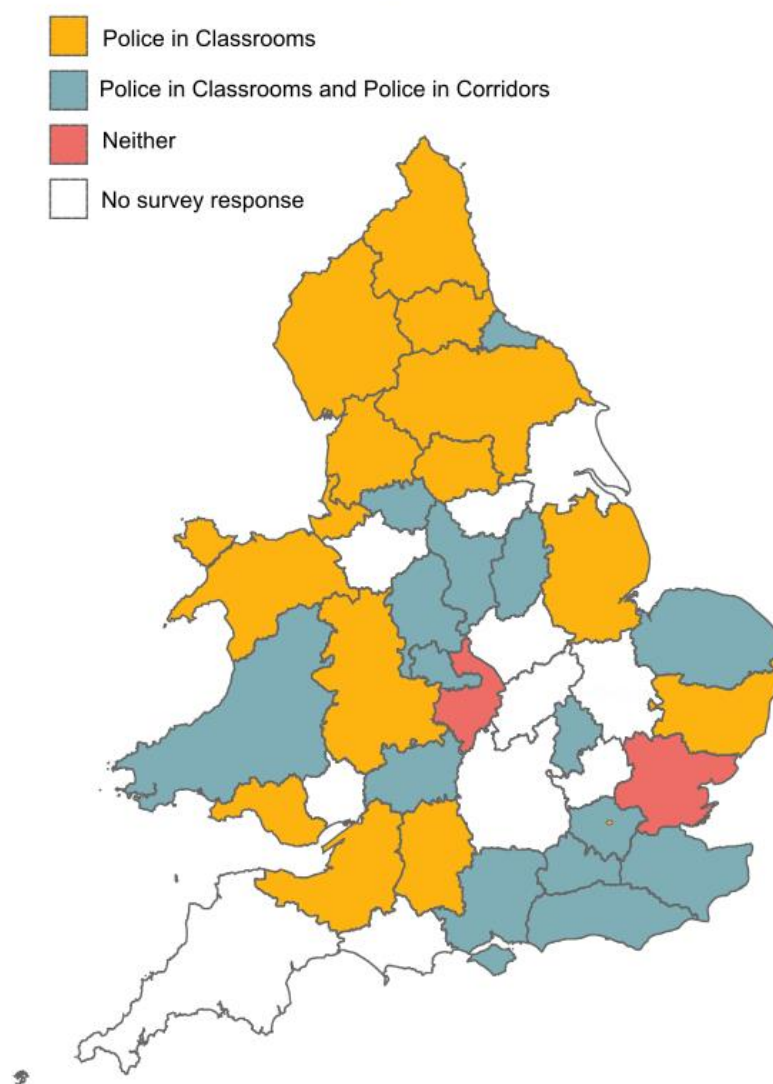
As mentioned above, some officers are based full- or part-time in their school; others may visit the school on a weekly basis or more frequently. One scoping interviewee (in Kent) noted the absence of ‘set hours’ but said that a day a week would be a fairly accurate estimate of how much time the officers spent in the schools. Similarly, a figure of two days a week was mentioned by a school contact in a different force area. The frequency of visits was also said to depend on the incidents or issues occurring at the school that required their presence:

*We do treat it very much as a sort of constant liaison, where we keep [the officer] informed as the picture as to what goes on in school and the sort of issues we know [about], where children are getting into scrapes outside of school that involve the police ... She comes into school pretty much every week just to kind of touch base and communicate with us. (School Staff Interview 14)*

### RQ2: Extent of PiCo in England and Wales

Slightly fewer than half (47%; 15/32) of the forces who responded to the mapping survey felt that POLiS practice in their police force area fitted the definition of PiCo (Figure 1). These forces map across the length and breadth of England and Wales, although it appears that the South East predominantly conducts PiCo (in addition to PiCI), whereas forces in Northern England predominantly felt that their practice did not fit the definition of PiCo.

**Figure 1. Map of the extent of police forces conducting Police in Classrooms and Police in Corridors activities in England and Wales.**

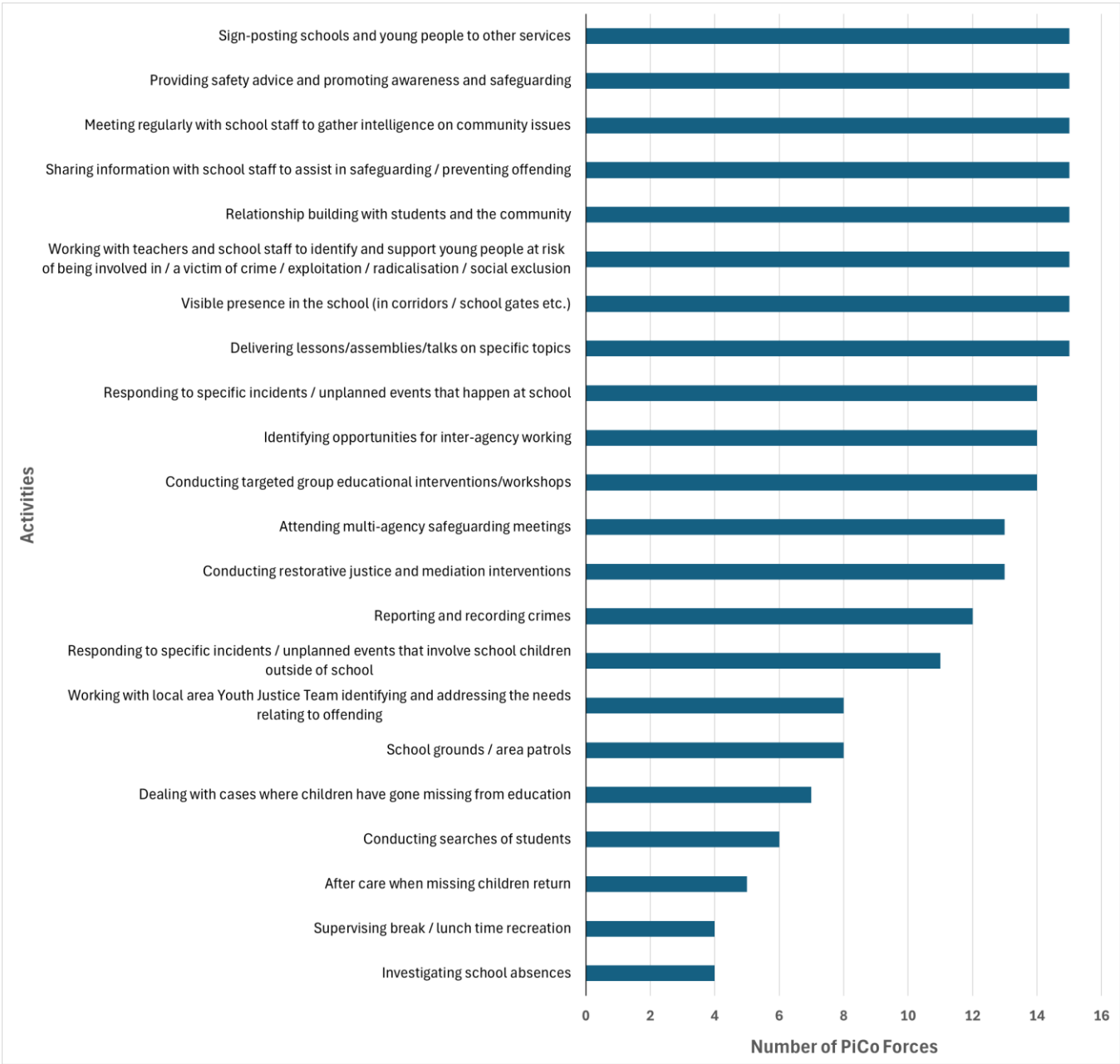


### **RQ3: How and to what extent does PiCo vary in England and Wales?**

#### **Variation between forces**

Although there were some activities conducted by all forces, as shown in Figure 1, the range and number of activities conducted in schools varied considerably. Some police forces conducted all activities listed in our mapping survey, whereas others focused their efforts more narrowly.

Figure 2. Activities conducted in schools by police



Variation between schools

Variation in the activities conducted was usually determined by the local school’s need and the amount of time the officer spent on the premises; however, in larger forces, regional resourcing also played a role:

*Our offer is universal but is applied differently in all schools, according to their need and [the] time available in schools to deliver. Some officers feel part of the school family and are invited to performances and school trips; others are used to deal with safeguarding concerns or poor behaviour. We try to deal with low-level incidents in schools before they escalate and end up in a report to police. If incidents have been reported, our School and Early Intervention Officers will assist the OIC [officer in charge] with providing an educational intervention in schools as a disposal method for the crime. (Mapping Survey)*

RQ4: How acceptable is PiCo to pupils, schools, and the police?

**RQ4a: How does being part of a minoritised group and/or adverse past experiences with police impact the acceptability of PiCo among pupils, and what are school staff's and police officers' perceptions of this?**

No participants (professionals or pupils) raised the issue as to whether being part of a minoritised group affected what pupils thought of having POLiS. One pupil expressed mixed feelings about having a police officer visibly present in school by virtue of them wearing their uniform. On one hand, they felt the police officer's presence was positive, as they could identify who the person was, but on the other, they relayed that they felt intimidated and that, sometimes, past experiences could lead to feeling uncomfortable in the officer's presence:

*'I don't know – for me it's a good thing because I can like, tell that he's not just a random person in the school. Especially if you're new to the school, you'd be thinking 'Who's this man walking around?' But 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 ... situations where I wouldn't really want to be around him because sometimes people kind of stereotype it. So, it can be quite, an intimidating person to be around, especially in uniform. (Pupil Focus Group 8)*

**RQ4b: Do other factors (e.g. school type, local area context) play a role in the acceptability of PiCo?**

Reputational factors and parental perceptions had a bearing on whether a school decided to accept the police's offer to attend their school. A participant in one focus group discussed 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 by having groups of schools receiving police input together. This head teacher felt the perception 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 risks to the community and the school (rather than a symptom of such risks):

*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 POLiS] 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)

As these examples show, the type of school, the area in which it is situated, and whether or not other schools in the area have adopted PiCo all seemed to play an important role in determining the acceptability of the intervention.

#### **RQ4c: Are there particular aspects of the nature of PiCo that make the intervention more or less acceptable?**

##### **Police officer status**

Acceptability to pupils seemed to be shaped by a few factors, including how personable the officer was, but their status as being somewhat removed from those of other police or from police stereotypes seemed important. The qualitative analysis shows how some pupils made a distinction between the 'actual police' and the 'community police' officers that worked in schools and felt that the schools officers were more focused on support than punishment:

*They're not actual police – they don't arrest you – I think they're just, like, community police, you know, like, they go talk to you and just, like, wear all their ... all their things to make you, like, afraid of them or something.*

*... The only thing that's related to actually being a police officer is their uniform that they wear.* (Pupil Focus Group 13)

One of the DSLs, who came from a different force area, explained how the schools officers having a different status in the minds of pupils might make the intervention more acceptable:

*A lot of children, they've got such negative views on lots of people in authority, not just the police ... So, to have somebody in school as just as a person, just wondering around, mingling with them at break and lunchtime, being there in acts of worship, sports day, whatever's going on, it just makes them [think], 'Oh, hang on, well, they are actually human – they are normal. Yes, they can tell us off, but they're not there to do that.'* (School Staff Focus Group 5)

#### **RQ5: Logic model development**

##### **RQ5a. Are there any elements, mechanisms or intended/unintended outcomes missing from the pre-trial logic model and theory of change?**

Stakeholder perceptions of how PiCo operates informed the further development of the pre-trial logic model by informing the additions, deletions, and modifications highlighted in the updated logic model (Figure 3). The following changes have been made to improve the extent to which the logic model represents the programme theory.

##### **Police have knowledge of the local community [new intervention component added]**

There was some evidence that schools officers were able to share better information about particular incidents relating to schools than would otherwise be available:

*When we had, I think it was three stabbings in [nearby neighbourhood], they were all linked. To be honest, the police force en masse weren't great at giving us any information other than [that they were] closing streets. It was the school officer that ... not sharing vital information but just keeping us posted around information that we could then share with parents, because parents were frightened. They were worried [about] whether or not their children were going to be stabbed on the way to school. So, that's quite ... that's useful and vital. (School Staff Focus Group 6)*

Elsewhere, there was also a feeling among school staff that the police officer acted as a point of 'liaison between the school and the community', the result of which was that schools '[were] aware of what was coming into school [and]... could pre-empt it' (School Staff Interview 4).

### **Police share pertinent local information with pupils [new intervention-enabling context added]**

Pupils recognised the police as an official source of accurate information and suggested that they would like to hear from police officers if an incident were to happen in the community. This further highlights the potential role school police officers can play in bridging the gap between a school and its community. As one pupil put it, finding out from the police officer directly was 'a better way of knowing what's going on' (Pupil Focus Group 3).

### **Pupils feel safer at school and in the community [new intervention mechanism added]**

A consequence of being better informed of local occurrences or policeable events, according to pupils, is that they felt safer at school and in the community. This was, therefore, added as an additional mechanism in this proposed causal chain.

### **Diversionary intervention [new intermediate outcome added]**

There were also examples where pupils were diverted from criminal justice interventions. In some cases, the presence of the schools officer was reported to de-escalate matters during a fight:

*If there are fights in progress, we'll first ask for the schools officers, rather than 999, if we can contain it that way, but if push comes to shove and it gets out of control, then 999 are called, but they also then contact the schools officer to let the schools officer deal with the students because they're an entity that is known by the students and it can be resolved. Not amicably – there are still, you know, repercussions – but it's a better method than, you know, some of the fast response units that don't perhaps understand our children. So, we find that really useful. (School Staff Focus Group 6)*

A similar response is evident in a different example, where a young person's social media posts caused concern:

*We've had one situation where someone referenced the Twin Towers in a social media post. If that had gone straight to the main police force, they would have been on the ... you know, on a terror list, and Prevent would have been down on them like a ton of bricks. But being able to contact the schools officer to have an adult conversation and a realistic conversation meant that that young person wasn't, it didn't hamper their ability to go to university, etcetera, so, yes, I would say that the people that are touched by the schools officer do feel positive about them. (School Staff Focus Group 6)*

### **A police officer in school makes pupils feel uncomfortable [new unintended outcome added]**

The possibility that a police officer being based in the school might make pupils feel uncomfortable was raised by a number of respondents. In one pupil focus group, this was described as ‘Sometimes it can be intimidating just seeing police walking around the school because you’re like, something’s happened, but nothing has happened’ and likened to paramedics being at the school – which ‘[causes you to] think ... the worst’ (Pupil Focus Group 7). In the same group, pupils discussed other ways in which the officer made them feel uneasy:

*You feel like you can’t joke around with your friends, or you can’t speak what’s on your mind in case it leads to this, and then [officer] will get involved. So, I think sometimes it can be a bit restricting as to how you feel you can act, and that’s not always the nicest feeling. (Pupil Focus Group 7)*

Pupils elsewhere shared this feeling of anxiety about the officer’s presence, noting, ‘It’s as if, like, if you do one thing wrong, then you get scared. It’s like that.’ (Pupil Focus Group 9)

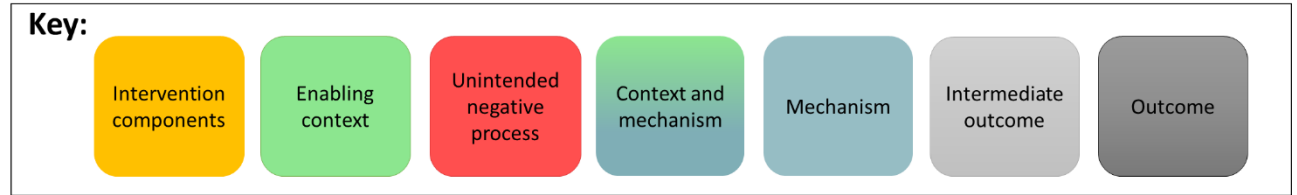
**Police are present in or available to school [minor amendment to description/title of mechanism]**

As described above, officers are not on-site all the time, and an important part of their role is being a first point of contact for schools when the schools need advice or to arrange a suitable activity, assembly, mediation, or intervention.

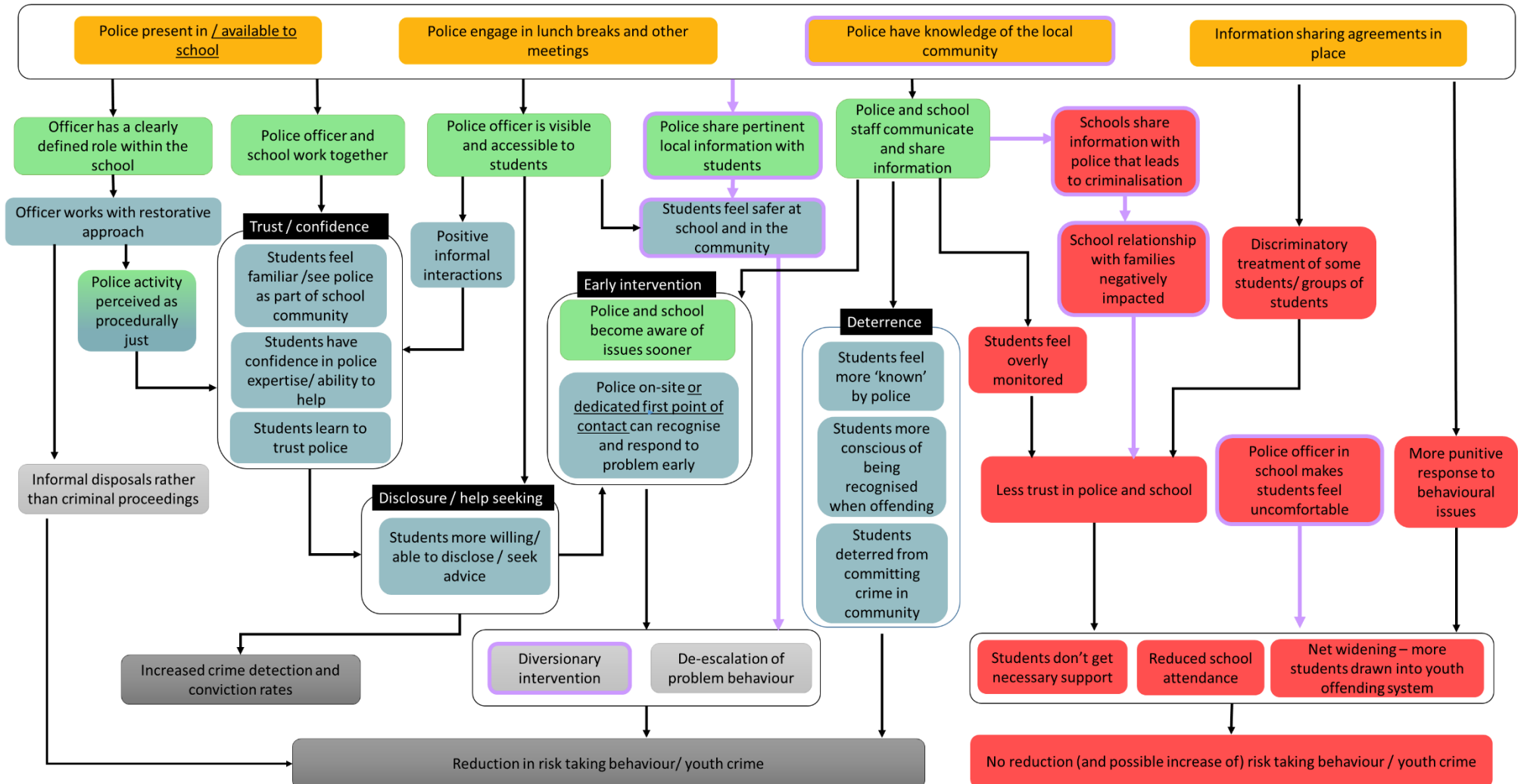
**Police on-site or as a dedicated first point of contact can recognise and respond to problems earlier [minor amendment to description/title of mechanism]**

Similar to the previous point, the officer may be on-site in a different school or conducting activities away from a school, but the school can still call them in to intervene swiftly if they are a known point of contact.

**Figure 3. Updated Police in Corridors logic model**



## Police in Corridors





**RQ5b: What are the perceived contexts within which PiCo operates (e.g. race/minority status, school type, local context), and how might these impact intervention activities, mechanisms, and outcomes?**

Stakeholders mentioned several key contexts that they said were perceived as impacting intervention activities, mechanisms, and outcomes.

**Police force resources and priorities**

Resources were at the forefront of what stakeholders were concerned with, especially in regard to the impact of the police and the consistency of both what is provided by the officer and the officer themselves. Officers were often in charge of a large number of schools, which meant that they were less visible in any one school. In some cases, this meant they had to stop doing the things they once did, such as assemblies, which was regrettable for some schools, as a discussion between DSLs highlighted:

*I wish they could do more assembly-wise because, [and] I'm sure you feel this, that with [the police], they don't come and do assemblies anymore. They will only do workshops or, like, question-and-answer sessions and things like that, where ... where, a few years ago, they would come in, and they would actually deliver assemblies on knife crime. (School Staff Focus Group 9)*

In another focus group, school staff spoke warmly about their officer but noted that they were 'seeing her less and less now because I think she might have more schools on her remit' (School Staff Focus Group 2). Similar resourcing issues seemed to be evident across many forces:

*The police officer that used to come, just say that they have now ... So, the number of staff that they had doing this police liaison role has been cut, so whereas they might have had three or four schools that they worked with, they might now have seven or eight ... (School Staff Focus Group 4)*

*I think quite a few of them got redeployed elsewhere, didn't they? And there was a massive reshuffle as well, so quite a few of them, I think, got actually made redundant or redeployed. (School Staff Focus Group 5)*

Funding was cited as a critical factor in what appears to be a national issue. Some schools lost their officers due to budget cuts, and other areas had their local police station close down, removing the local officer presence in the area.

**Emerging trends and local issues**

Linked to the mechanism noted above regarding the sharing of local news and knowledge, stakeholders were concerned about the challenges that emerging trends and local issues were having on pupils. They wanted pupils to have the right information at the right time, which – as we have already seen – police officers could be well-placed to provide:

*It was very much like, we want to use your expertise in certain areas, [so] rather than me standing up talking about knife crime, you can use your real daily lived experiences, and it's more impactful, for example. (School Staff Focus Group 4)*

As well as the information sharing and the legitimacy that officers were thought to have as messengers, there was another dimension to their responses to emerging issues. The example below illustrates the power a police officer might have (compared to school staff) to actively prevent incidents or to stop them from escalating:

*If there's going to be, for example, a planned fight – just supposing there's ... you know, something's being planned for lunchtime. If you've got a police officer there, with the best will in the world, you're far less likely to find that kicking off as [you would] if you got 30 senior members of staff or really prominent members of staff because, at the end of the day, we are just school staff, schoolteachers. We're not the police; we're not a force to be reckoned with, in the same concept that their ... their brains kind of idealise things. (School Staff Focus Group 5)*

### **Pupil minority status or past negative experiences with police**

It is possible that a minority status may pose as either a barrier to or a facilitator of pupil engagement with lessons, depending on whether the police presence is more or less acceptable to pupils. However, there was little indication of the role played by minority status in the data gathered, and the focus group format of the pupil interviews may have reduced the likelihood of the pupils discussing this. If pupils are not comfortable with the police being in their school, whether their feelings are related to their minority status or past experience, this may mean the intervention is more likely to follow the negative unintended process pathway than to activate positive hypothesised pathways.

It is also possible that a police presence allows for vulnerable pupils, or those with negative experiences of the police, to change their attitudes towards the police. Two examples, from different forces, illustrate this:

*Yes, some kids turn it around. Sometimes we work together – say, young vulnerable lad, parents kind of naive to what he's doing, involved with drug dealers. You know – we all work together. That boy is ... [to the] best of my knowledge, is much better, less antisocial in his behaviour. And PC [Name] had a part of that. He links us all up together. (School Staff Interview 12)*

*They offer mentoring to one of our students who's quite vulnerable. Phil takes him boxing every week. We identified him quite early last year, you know – it was preventative rather than, you know, we're reacting to things, and actually, it's been really, really successful. The family is now engaged with the police in a much more positive way. And, as a result, that child, we think, is less vulnerable than they would have been otherwise. (School Staff Interview 14)*

## Conclusion – feasibility study

**Table 6: Summary of feasibility study findings**

Research question	Finding
<p><b>RQ1: What is the nature of police in corridors (PiCo)?</b></p> <ul style="list-style-type: none"> <li>a. What is the intended/perceived purpose of PiCo according to key stakeholders (i.e. strategic decision-makers in the police, school police officers, school governors, school staff, pupils)?</li> <li>b. What is the remit of PiCo (e.g. role requirements, safeguarding policies)?</li> <li>c. Who makes decisions about the purpose, content, and delivery of instructional inputs by PiCo, and what do they base these decisions on?</li> <li>d. How is PiCo delivered? <ul style="list-style-type: none"> <li>i. Who delivers PiCo (seniority, role, experience, training etc. of police officers)?</li> <li>ii. Who receives PiCo (which schools, year groups, etc.)?</li> <li>iii. How much is delivered and how frequently?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>a. There was a strong emphasis that police in schools (POLiS) should be ‘child focused’ and prioritise safeguarding and prevention over enforcement and criminalisation.</li> <li>b. Most forces had dedicated staff who visited but were not based in schools, and three of these forces also had dedicated staff based on the premises full- or part-time. Two forces only had police who worked in schools as part of a wider more general role.</li> <li>c. Schools and police officers made decisions together about the activities the police conducted in the schools, although this may be managed centrally within various layers of management at the police force level.</li> <li>d. The officers who delivered PiCo were generally experienced and specially trained. The majority (80%) of forces answered that either some or all of their staff who were working in schools had received specific training. The level of training largely depended on the role being conducted, but would include topics such as safeguarding, counterterrorism (including Prevent), youth justice, and child-centred policing.</li> </ul> <p>Schools were generally selected for PiCo on the basis of need. There was no apparent differentiation between year groups in general PiCo practice, but there were some cases where input was targeted at certain year groups on a topic/needs basis.</p> <p>Some officers were based full- or part-time in their school; others might visit the school on a weekly basis or more frequently if they are needed.</p>

Research question	Finding
<b>RQ2: What is the extent of PiCo in England and Wales?</b>	Just under half (n = 15) of the forces who responded to the mapping survey felt that POLiS practice in their police force area fitted the definition of PiCo that was offered. These forces map across the length and breadth of England and Wales, although it appears that the South East predominantly conducts PiCo (in addition to police in classrooms), whereas forces in Northern England predominantly felt that their practice did not fit the definition of PiCo.
<b>RQ3: How and to what extent does PiCo vary in England and Wales?</b> <ul style="list-style-type: none"> <li>a. To what extent does the nature of PiCo vary between police force areas?</li> <li>b. To what extent does PiCo vary between different schools?</li> </ul>	Although there were some activities conducted by all, as detailed above, the range and number of activities conducted in schools varied considerably between forces and between schools.
<b>RQ4: How acceptable is PiCo to pupils and school staff?</b> <ul style="list-style-type: none"> <li>a. How does being part of a minoritised group and/or adverse past experiences with the police impact the acceptability of PiCo among pupils, and what are school staff's and police officers' perceptions of this?</li> <li>b. Do other factors (e.g. school type, local area context) play a role in the acceptability of PiCo?</li> <li>c. Are there particular aspects of the nature of PiCo that make the intervention more or less acceptable?</li> </ul>	<ul style="list-style-type: none"> <li>a. No participants raised the issue of whether being part of a minoritised group affected what pupils thought of having POLiS, although one pupil expressed mixed feelings about having a police officer visibly present in school.</li> <li>b. Although there were generally good levels of acceptability among stakeholders, some concerns were evident about the potential impact that having a police officer might have on a school's reputation.</li> <li>c. Aspects of the nature of PiCo that made it more or less acceptable included local relevance, officer teaching skills, police expertise and experience, and alignment with school values.</li> </ul>
<b>RQ5: How is PiCo perceived by stakeholders to achieve its target outcomes?</b> <ul style="list-style-type: none"> <li>a. Are there any elements, mechanisms, or intended/unintended outcomes missing</li> </ul>	a. The new mechanism 'Pupils feel safer at school and in the community' was added to reflect the message from pupils that PiCo made them feel safer at school and in the community. Other elements added includes 'Diversionary intervention' (an intermediate outcome); 'Schools

Research question	Finding
<p>from the pre-trial logic model and theory of change?</p> <p>b. What are the perceived contexts within which PiCo operates (e.g. race/minority status, school type, local context), and how might these impact intervention activities, mechanisms, and outcomes?</p>	<p>share information with police that leads to criminalisation' (an unintended outcome); 'The school's relationship with families is negatively impacted' (unintended outcome); and 'A police officer in school makes pupils feel uncomfortable' (unintended outcome).</p> <p>b. New contexts added included 'resources and priorities', 'emerging trends and local issues', and 'pupil minority status or past negative experiences with police'.</p>

### Evaluator's judgement of intervention feasibility

It is not possible to say PiCo is a clearly defined intervention because of the wide variation in how it is conceived and operationalised across and between schools and forces. However, a group of police forces were reported as carrying out a wide range of the activities considered part of the intervention. Others were involved in a small number, with several activities not undertaken at all.

PiCo is often conducted alongside other activities, including PiCI work, and there is not always a clear distinction between activities. The intersection between these different types of input would also be important to understand in a future study.

### Limitations

Due to time constraints, the contact methods were borne out of practicality, with a number of schools accessed across 10 force areas. Contact with schools was arranged through the forces, and police forces and schools often had limited capacity to manage and organise the proposed research activities. Consequently, our study often relied on the selection methods used by other stakeholders, who may have gone down the perceived path of least resistance. This might 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 that shows POLiS practice and described this as a motivation for identifying different school stakeholders to engage with our research.

The focus group format of our engagement with pupils was beneficial at allowing a discussion of opinions and experiences between the pupils and permitted us to reach many more pupils in this initial work than would have been possible via interview. This allowed us to obtain a top-level overview of shared feelings and (mostly) positive experiences. However, the group format may have limited pupils' inclination to talk about more personal, sensitive, or controversial topics in front of their peers. Furthermore, in both the interviews and focus groups, some pupils may have felt less willing to speak openly to a researcher who was an adult they had not met before. This was ameliorated somewhat by the researchers being experienced at engaging children and young people and at working in schools (many of the team had interviewed school

pupils before, and one was formerly a schoolteacher). However, the researcher–pupil power dynamic may have impeded engagement in some cases.

## **Implications for future trials**

Further work is likely to be necessary before the intervention would be ready for a full trial, and the priority should be to arrive at a consensus definition of the intervention that is supported across stakeholder groups. A quasi-experimental design (QED) may be more feasible, as – if retrospective data are used – police forces could be selected on the basis of what type of practice was delivered at the time, based on the findings of this study.

This feasibility study has identified a number of candidate forces for a QED and refined the logic model to some extent. The three different options for a QED we have identified are: a basic QED in Kent, an in-depth QED in Kent, and a national QED using Police National Computer (PNC) data.

Officers in Kent were withdrawn from schools in November 2022 and then reintroduced to schools in stages over the 2023–24 school year. Many schools in Kent had never had police officers. This context means that we would be able to take a difference-in-differences approach, where we compare the outcomes for schools that previously had police officers with those that never did, and compare before and after the removal of police officers from schools.

This is a ‘basic’ approach to a QED, and it has already been discussed with Kent Police. We would employ crime data supplied by the police that includes the postcodes of the pupils involved, using this to match the pupil to a school based on the catchment area they are in. This approach should be unbiased, but it is likely to suffer from classical measurement error, as a pupil’s postcode does not necessarily indicate the school they attend.

A more in-depth version of this QED, which would eliminate measurement issues, would involve merging schools data from Kent County Council with the police data. This would allow us to accurately identify the treatment and control groups; however, it is more intensive, and more scoping work would be needed to ascertain whether the council data would be accessible, whether merging the datasets is possible, and whether Kent schools are open to taking part.

Some limitations to using Kent in a QED are the many grammar schools in Kent (these would be excluded from the trial, as they are not mainstream schools) and the predominantly White ethnic make-up of the county.

An alternative to using Kent for a QED is to utilise PNC data. From our mapping and qualitative exploratory work, we have been able to identify the varying levels and types of use of PiCo, with constabularies ranging from more intensive PiCo (e.g. Derbyshire, Norfolk) to those who make no use of PiCo (e.g. Avon and Somerset, Wiltshire). The former group can act as a treatment group and the latter as a control group. We could potentially use PNC data to match plausible comparators across the two groups using trends data and analyse differences in youth-offending outcomes cross-sectionally.

This approach is reliant on the PNC data being accessible. It is limited by its lack of precision in identifying geographical or temporal heterogeneity within a constabulary.

## Recommendations for future trials

At this stage, we cannot be completely confident of the viability of any but the first QED, which, as we have articulated, has potential limitations.

As such, we recommend an initial scoping phase for the quasi-experimental project, which would seek to:

- Work with Kent to access the relevant data for the **basic Kent** approach, as well as identifying the best matched comparators for each school in Kent.
- Once the relevant data have been accessed, attempt to conduct a small-scale mock matching exercise between the data held by Kent County Council and the Kent Police Violence Reduction Unit to ascertain the feasibility of matching between data sources for the **in-depth Kent** approach.
- Work with all constabulary areas identified as having a high dosage of the PiCo intervention to understand what, if any, **temporal and geographical variations exist locally** within those constabularies and to assess the feasibility of data access.
- Assess the accessibility and viability of the **PNC**, the College of Policing and other national data sources to identify comparator constabularies and areas within constabularies.

## Pilot trial

### Overview

Our research questions for the pilot trial are given 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 PiCo intervention.

### Pilot trial research questions

RQ6: Can 10 schools be recruited to participate in this trial that will accept the random assignment of withholding of PiCo?

RQ7: Can baseline survey data be collected?

RQ8: Can endline survey data be collected?

RQ9: Can administrative data be accessed?

RQ10: Is there indicative evidence of promise of the intervention?

RQ11: Is there indicative evidence of harm (e.g. pupils feeling unsafe) from receiving or not receiving the intervention?

RQ12: Can appropriate data be collected to enable a subgroup analysis and thereby systematically examine how different diversity factors among young people, such as sex (biological), gender identity, race, and ethnicity, influence the measured effects of the intervention?

### Implementation and process evaluation research questions

RQ13: To what extent is PiCo implemented as intended?

RQ14: How does PiCo implementation vary between forces and schools?

RQ15: What evidence is there for (and against) the mechanisms of change as set out in the logic model?

RQ16: How do different contexts (e.g. pupils' previous experience of police or the police officer's approach) and different identities (e.g. pupils or police from minoritised groups) influence logic model pathways?

### Rationale behind our research questions

RQ6–9 focus on whether an efficacy trial could run from an operational perspective. If we can recruit 10 schools to the pilot trial (RQ6), this will be an indication that we would also be able to recruit additional schools to the efficacy trial, giving 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 (RQ7–



9), this will indicate that we will also be able to collect this data from the schools in an efficacy trial. If we can withhold the intervention at random from 50% of schools in the pilot trial (RQ6), this indicates that we will also be able to proceed with this mode of randomisation in an efficacy trial.

RQ10 and RQ12 focus on ascertaining the depth of knowledge we will be able to gain by running an efficacy trial. If there is evidence of promise for the intervention (RQ10), we have grounds for conducting an efficacy trial to further investigate the extent of the interventions' effects. If we can collect enough data with a sufficient level of richness to enable subgroup analysis to be undertaken (RQ12), this indicates that we will be able to gain an understanding of how the intervention affects pupils from different ethnic groups in the efficacy trial. This is important because we know, from the literature, that different ethnic groups have different experiences with the police (Patel, 2020; Yesufu, 2013).

RQ11 assesses whether the intervention (either by withholding or continuing with SSP activities) is causing harm. It is important that we know the answer to this question so that we can ensure we do not inflict harm on pupils by running an efficacy trial.

RQ13–16 are IPE questions that look to understand the implementation and fidelity of the PiCo intervention.

## Success criteria

The success criteria for this internal pilot trial are below, with red–amber–green (RAG) ratings for each. Meeting these success criteria will be the determining factors 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 (RQ6):

- 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 (RQ6, RQ6):

- RED: Less than 60% adherence
- AMBER: 60–80% adherence
- GREEN: 80% adherence or above.

We are able to collect baseline survey data from schools as necessary (RQ7):

- RED: Less than 80% of schools allow data collection at baseline
- AMBER: 90% of schools allow data collection at baseline
- GREEN: 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 (RQ8):

- RED: <60% endline data collection
- AMBER: 60–55% 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 (RQ9):

- 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 that would render it unethical to continue to full trial:

- RED: We see evidence of more than five never events.
- AMBER: We see evidence of three to five never events.
- GREEN: We see evidence of fewer than three never events.

## **Implementation and process evaluation success criteria**

We are able to access PiCo intervention delivery data from police forces and schools (what is delivered, when, and to whom) (RQ13, RQ14):

- RED: We can access this information for <50% of schools.
- AMBER: We can access this information for 50–70% 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 theory of change and logic model (RQ4, RQ5, RQ16):

- RED: We can successfully access <50% of schools we attempt to access.
- AMBER: We can successfully access 50–70% of schools we attempt to access.
- GREEN: We can successfully access at least 70% 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, access to administrative data) are sufficient to treat the 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 inappropriately long/short endlines, 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 do not find any sizable measurement errors in the pupil surveys.

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

- RED: We find that the 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 the 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 study and IPE, we are able to assess the viability of treating the pilot as an internal pilot (i.e. as 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.

Method – pilot trial

Trial design

This internal pilot trial is a parallel design, two-armed cluster RCT of having SSOs operating in schools with SSPs for a specified length of time (to be determined), with a 1:1 treatment–control allocation ratio as per the intervention definition given in the ‘Intervention’ section, above.

Participant selection

School recruitment to the trial was initiated by the Met Police, who put the team in contact with schools within the constabulary area. The eligibility criteria for the schools themselves were that they had to be mainstream secondary schools in the London area who had an SSO working within the school at the time. The number of schools recruited was driven by a desire to pilot our randomisation approach, treatment allocation, and data collection methods rather than to achieve a sufficient power, and eight to 10 was agreed as the minimum number required to test these approaches with confidence.

Participants were to be pupils attending the schools in our sample and enrolled in year groups 7–11. The participants’ ages ranged from 11 to 16 years old, and the participants represented diverse ethnicities, abilities, and socioeconomic backgrounds. Table 7, below, describes each school and their enrolment data, which were taken from the Department for Education’s (DfE’s) published statistics for the academic year 2023/24 (DfE, 2024).

Table 7. Basic enrolment data for the recruited schools

School	Type	Location	N (year groups 7–11)	Sex		Free school meals eligibility (%)
				Female	Male	
A	11–18 boys’ state-funded academy	London	783	0	783	30.4
B	11–18 girls’ state-funded academy	London	916	916	0	25.0

School	White enrolls	Black enrolls	Asian enrolls	Other enrolls
A	27.4%	18.1%	29.0%	25.2%

B	22.4%	18.3%%	36.0%	23.4%
---	-------	--------	-------	-------

It was planned that primary data collection would take place at the schools themselves, with digital surveys administered during class time and under the supervision of a teacher. Focus groups with pupils were also planned at the school, to take place during the school day and in a dedicated space (usually an available classroom or the library). Administrative data collection was negotiated directly with the 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).

The parents of participants were to be given the chance to opt their children out of participating in survey data collection, and participants were asked for their assent/consent before completing the baseline and endline surveys. The participants and their parents were not asked to consent to receiving the treatment, as they were not required to consent to their school taking part in an SSP. Also, the participants and their parents could not opt out of the primary outcome data collection, since those data came from police administrative data records and were anonymous at the point of transfer, leaving no mechanism for the participants or their parents to opt out of the collection of these outcome measures.

## Outcomes

Based on our discussions with the police forces and NPCC, the main objective of PiCo is to deter pupils from crime and to improve the relationships between the pupils and the police and better pupils' understanding of the law and the role played by the police.

### Primary outcome measure

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

- Contact with police that was categorised as one of the following offences, all coded as single overall offence binary (i.e. for every crime that falls into these categories, offence = 1):
  - Violence against the person; 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 community resolution (binary)
  - Dropped (binary; an expansive category)
- Contact with the police that indicates the young person was a victim of any crime (binary).

A note on the structure of police administrative data:

It is not possible (or advisable) to collect identifiable, individual-level administrative data from police forces that links the schools and the police forces. However, police often 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 age and school indicates their treatment status and whether they meet the inclusion criteria of being enrolled in year groups 7–11.

Thus, the police planned to share data that indicated how many pupils in School X have had contact with the police in the way described in the above 'Outcomes' section – essentially, those for whom the binary outcome measure is 1 – and, for each of those, how many of the sub-variables are 1 (and hence, what value [1–3] the secondary outcome should be).

These data, however, give us only part of the picture, as they do not include the 0s – those pupils for whom all the sub-measures are 0, and hence, the binary outcome measure is 0 too. To address this, we incorporated school enrolment data, which tells us how many pupils there are in each school, broken down by age, gender, and ethnicity. Bringing these two sources of data together, we will have individual-level data for each participant that indicates their binary treatment status, their binary primary outcome, and the 0–3 secondary outcome.

We describe this dataset below as 'pseudo-individualised' data, as we do not, in truth, have any data that identify any individuals.

### **Secondary outcome measures**

Our secondary outcomes are (1) pupils' trust and confidence in police, and (2) pupils' emotional and behavioural challenges, including emotional problems, conduct problems, peer-relationship problems, and prosocial behaviour.

Secondary outcomes measures were to be collected primarily through pupil surveys and administrative data collected from the schools. These outcomes include:

- Pupils' attitudes to the police, using age-adapted questions from the Perceptions of Police Scale (POPS). The POPS is made up of 12 five-point Likert-scale questions (Strongly Agree = 1, Strongly Disagree = 5), which are then calculated as a total mean score, with low scores corresponding to positive feelings towards police. POPS also contains two subscales: General Attitudes Towards Police, and Perceptions of Police Bias, both of which are calculated through a mean score of the relevant questions. POPS has been demonstrated to be a reliable and valid survey instrument for measuring views on the police and police bias (with confirmatory factor analysis testing accounted for 70.44% of variance, and an overall Cronbach's alpha of 0.94 for internal consistency), including measuring perspectives from marginalised populations (Nadal and Davidoff, 2015).
- Behavioural and emotional challenges, using the Strength and Difficulties Questionnaire (SDQ). For this, we are only interested in four out of the five available SDQ scales (scored out of five) – emotional problems, conduct problems, peer-relationship problems, and prosocial behaviour – the total difficulties score (scored out of 40), and the externalising and internalising scores (scored out of 20). The SDQ is generally considered a reliable and valid diagnostic measure, with a Cronbach alpha of 0.73 and scoring above the 90<sup>th</sup> percentile for its ability to predict the probability of independently diagnosed psychiatric disorders (Goodman, 2001).

The POPS was chosen as a measure of trust and confidence in police, as it has been identified by multiple stakeholders as highly relevant to PiCo activities, both as a mediator variable and a desired outcome. The

NPCC and several police forces close to the project all confirmed and emphasised the importance of measuring these factors.

The SDQ corresponds to pupil emotional and behavioural challenges; these have been identified as a secondary outcome through the development of the logic model, which identifies the following mediators:

- Intended (positive) mediators:
  - A better understanding of the consequences of behaviours
  - More confident/comfortable/familiar with the police
  - More likely to seek help/help others
- Unintended (negative) mediators:
  - Pupils are fearful because of the police presence in schools or because of the programming received (e.g. assemblies on knife crime)
  - Pupils are uncomfortable with the police presence in schools (e.g. because of feelings of being under surveillance)
  - Pupils are less likely to seek help or to help others.

## **Data collection**

Our main outcome measure was taken from administrative data held by the Met Police: namely, rates of violent offending and victimhood among pupils enrolled in year groups 7–11 in our sampled schools. Secondary outcome measures were to be captured through a baseline and endline pupil survey administered in schools for all pupils in year groups 7–11. Questionnaires were to be administered digitally over Qualtrics.

### **Pupil baseline and endline survey**

Secondary outcome data for the PiCo pilot trial was to be collected via a baseline and endline pupil survey (see Appendix C), which included questions on demographics, perceptions of police (measured using POPS) (Nadal and Davidoff, 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 school. The endline survey would also have asked for more specific feedback on the delivery and impact of specific PiCo activities from pupils who received the intervention.

In readability tests, the pupil survey received the following reading level scores (corresponding to US grade levels): 4.8 in Flesch–Kincaid, 3.8 in Gunning–Fog, and 3.7 in Coleman–Liau, which translated roughly to UK school year groups 5–6. The YEF Youth Advisory Board also reviewed the pupil survey, consent forms, and focus group outline. They expressed concern over the 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 from the police administrative data.



The survey was set up to be distributed digitally through Qualtrics. To support the delivery of the survey, the research team created a video and PowerPoint deck explaining the study to pupils and highlighting that their answers would remain anonymous and confidential.

## Randomisation

The pilot trial was successful at recruiting two schools in the West London borough of Hounslow (eight schools short of the goal of 10). Treatment was randomised at the school level, in acknowledgement of the fact that an SSP is designed as a full-school intervention and thus, that randomisation at the year group or classroom level would be impractical and prone to spillover effects. The aims were to demonstrate the feasibility of this randomisation approach (RQ6) while also retaining the use of data from the pilot trial to be merged with an eventual full-scale trial.

Randomisation for the two schools was conducted at one time, independently by the BIT using the statistical analysis software Stata and following the consolidated standards of reporting trials guidelines, with the code used for randomisation uploaded to GitHub after the randomisation took place.

Once the randomisation was complete, our schools contacts and the relevant Hounslow SSO were notified about which school was assigned to treatment and which to control, with instructions not to share the treatment allocations further (e.g. with parents). Language used in the pupil and parent letters and surveys ensured that the treatment assignment was never made explicit.

## Analysis

Analysis of the police administrative data was to be conducted using logistic regression analysis, using a pseudo-individualised dataset derived from school age group–level data (using the process described above under the ‘Primary outcome measure’ section), with data from prior to and during the trial period.

We planned the following regression model:

$$O_{ist} = \alpha + \beta_1 W_{st} + \beta_2 S_s + \beta_3 T_t + u_{st},$$

where  $O_{ist}$  is the value of the outcome measure for pseudo-individual  $i$  in school  $s$  at time  $t$ ;  $\alpha$  is a regression constant;  $W_{st}$  is a binary indicator of whether or not school  $s$  is treated in time  $t$ ;  $S_s$  is a vector of the school-level fixed effects;  $T_t$  is a binary indicator of time, set to 1 in the trial period and 0 otherwise; and  $u_{st}$  is an error term clustered at the level of the school-/time-period triad.

Our secondary (survey) data analysis was to be conducted using a dataset of individual responses to the baseline and endline surveys. Here we estimated an individual-level autoregressive (AR(1)) model, using a complete case analysis (that is, we analysed the data for the set of participants for whom we have both baseline and endline data). We planned a regression model being estimated on the form:

$$O_{ist} = \alpha + \beta_1 W_{st} + \beta_2 O_{ist-1} + \gamma X_i + \beta_3 M_i + u_{st},$$

where  $O_{ist}$  is the value of the outcome measure for  $i$  in school  $s$  at time  $t$ ;  $\alpha$  is a regression constant;  $O_{ist-1}$  is the lagged value of the outcome measure for participant  $i$  in school  $s$ , set to 0 where it is missing;  $X_i$  is a vector of the participants’ 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  $ust$  is an error term clustered at the level of the school-/time-period triad.

In addition to these analyses, we planned secondary analyses to consider 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 between negative experiences and treatment in our regression models. We opted not to collect self-reported pupil data on negative experiences with police because of the risk of disclosures, so those interactions would have had to be dropped from the analysis. The discussion on the subgroup analysis of race/ethnicity continues in the section 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). As such, it is important to understand if and to what extent pupils' experiences with the police differ across racial and ethnic categories. How these categories are devised must be undertaken carefully and with sensitivity, as imprecise categorisations can lead to the erasure of certain perspectives. For instance, using a category such as Black, Asian, and Minority Ethnic (BAME) to operationalise a racial minority perspective in our analysis would flatten diversity and ignore key differences in experience with and perspectives of police among racial and ethnic groups (Aspinall, 2020; Selvarajah et al., 2020).

However, we need to manage the trade-off between the precision of racial/ethnic subgroups and maintenance of the statistical power of the subgroup analysis; that is, 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 get when we analyse by specific subgroup. This means that we must collapse some of the more similar ethnic subgroups together without overly compromising our scope if we are to measure the disparate effects between groups.

When we collapsed ethnic subgroups into broader categories, we planned to take into consideration the broad ethnicity categories used in the 2021 UK Census and the identity codes (IC) used by the police to describe the apparent ethnicity of a suspect or victim (see Table 8, below). We believe there are compelling reasons to use police ICs, since police perception of young people is a key vector affecting how differences in experience with the police may occur. Indeed, we are confined to using these codes in our analysis of police administrative data. We operationalised the subgroup definitions using the 'Subgroup category' column in Table 8.

We also planned to explore multiple specifications of subgroups, with some specifications incorporating Other identities into sensible categories (e.g. White and Black Caribbean and White and Black African being included with in the Black category), reflecting social perceptions of race.

**Table 8. Ethnic subgroup definitions**

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 Prefer not to say	Not stated
N/A	3. Mixed or Multiple ethnic groups	White and Asian Any other mixed Gypsy or Irish Traveller	Other

Police Identity Codes(IC)	Census 2021 (8a)	Survey response	Subgroup category
	6. White: Gypsy or Irish Traveller, Roma or Other White 7. Other ethnic group		

## Racial equity advisor review

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

We received feedback from Jessica Davies in June 2024. As such, we plan to action many of her recommendations if we proceed to any further studies of PiCo. Some suggestions were related to analysis, which particularly benefited the operationalisation of the subgroup analysis by ethnicity. Her other recommendations are summarised below:

- Ensure the use of terminology best practices for inclusivity (e.g. noting the problematic use and conception of BME/BAME and need to avoid gender binaries).
- Design fieldwork practices to promote a perceived sense of safety for the pupils in focus groups.
- Use more child-friendly, simplified language in the pupil survey information sheet.
- Do more to assure and build pupils’ trust that their answers are anonymous (e.g. noting the implications of asking for pupils’ initials and birth date 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).
- Consider restructuring the ethnicity and gender questions in the pupil survey.
- Take care when interpreting SDQ results, particularly those on ethnic and socioeconomic lines.

## Community stakeholders research group

### Rationale for a community stakeholders research group

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. The aim was to obtain a wider range of experience and insight that 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 minority pupils. This is particularly important in the light of recent controversies about the police treatment of minorities within school settings and elsewhere (Vomfell and Steward, 2021; Flacks, 2024). 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 that 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 in the group to provide useful insights (see Appendix M) and set about identifying people who fit these descriptions, contacting them via email and LinkedIn, and sending them an invitation to join and an information sheet about the project and what being a member would involve (see Appendix N).

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 experiences who might be interested in volunteering their time. This led to three more members being recruited.

**Table 9. Community stakeholder research group membership**

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 The Youth Endowment Fund Youth Advisory Board member

**Meetings and takeaways**

In the case of this study, we had one meeting with the CSRG in July 2024 where we asked the group for their opinions on how we should collapse ethnicity categories when analysing our pilot trial data, to avoid flattening the experiences of pupils with different ethnicities while ensuring the subgroups are large enough to ensure adequate statistical power. The inputs of the CSRG have informed how we have created ethnic subgroups in our analysis.

We also asked the group for their opinions on our outcome measures.

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

**Table 10. Pilot trial methods overview**

Research methods	Data collection methods	Participants/data sources	Data analysis methods	Research questions addressed	Logic model relevance
Quantitative analysis	Police administrative data	A pseudo-individualised dataset of participant-level data for all pupils in a school	Logistic regression analysis of pilot trial outcomes, clustered at school and year	RQ6, RQ9, RQ10, RQ12	Measurement of main outcome
Quantitative analysis	Pupil survey data (baseline and endline)	Individual pupils who agree to complete the endline and baseline surveys	Autoregressive model using complete case analysis	RQ6, RQ7, RQ8, RQ10, RQ11, RQ12	Measurement of secondary outcomes
Critical review	Research plans and materials	Jessica Davies (Youth Endowment Foundation Racial Equity Advisor)	Written feedback on materials	N/A	N/A
Critical review	Research plans and materials	Community stakeholders research group	Live workshop meetings	N/A	N/A

## Methods – IPE

### Participant selection

The participants were five police officers, six school staff, and 16 pupils, working in two schools in the PiCo pilot trial in the Hounslow borough area. We have also included the findings gathered from the participants taking part in interviews and focus groups as part of our in-depth qualitative work with police forces who self-identified as conducting the activities set out in the PiCo definition presented in the mapping survey.

### 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 were administered as part of the wider feasibility study:

- Interviews
- Focus groups
- Observations
- Participatory activities
- Surveys.

Interviews with school staff and focus groups with police, school staff, and pupils are detailed in the ‘Scoping, Mapping, and In-Depth Feasibility Study’ section of this report.

One observation took place that involved a researcher shadowing a schools officer for a day as a participant observer. Most of the activity took place around the school premises (e.g. outside the school gates); the researcher observed the officer interacting with the pupils and took detailed field notes.

Participatory activities with pupils yielded feedback on the qualitative data collection methods and consent processes, informing 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 to speaking with researchers they favoured out of the following: 1:1 with a researcher; in a pair (the pupil and a friend); with a teacher remaining in the room; and with a teacher waiting outside the room.

The survey questions for pupils relating to the IPE were included in the baseline and endline surveys (Appendix C). These included questions on pupil attitudes as to whether police are trustworthy and about having a police officer in school. Additional questions included whether the pupils would change their

behaviour or feel more confident to talk to someone about the law and safety and asking their opinions on their school police officer.

School staff members from each school involved in the pilot PiCo trial were asked to complete a short survey (Appendix O). This survey included some questions about their school, such as range of years, pupil numbers, and ethnicity, and their opinions on the role and outcomes of having a police officer in school.

The police officer involved in delivering PiCo in the pilot school was invited to complete a survey (Appendix P) about their experience and training, the purpose and remit of their role in school, and their relationship with the school. We also developed a 'work return' proforma (Appendix Q) as a weekly tool with which to record the activities the school officers conducted in school and some demographic information about the pupils involved.

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

### **Development of the data collection instruments**

The 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 and tailored to participant type. Separate semi-structured interview/focus group schedules were produced for the four distinct participant types (police practitioners, school strategic leads, school operational practitioners, and pupils). Open-ended questions in these interviews and focus groups were framed to explore the research questions and were further formulated with a recipient-designed approach to align with different participants' strengths as well as their differing knowledge, expertise, and capacity. Questions were typically broad in focus but included optional prompts that the interviewer could use at their discretion. The interview/focus group schedules were revised slightly following an inductive review of initial interview/focus group material, amending or including the scope to explore the 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'.

Police officer survey and work return were informed by the mapping survey, in-depth interviews with the police officers, and an existing work return that was part of the police officers' usual practice to complete. The draft survey and work return were discussed with the team managers of the pilot force to ensure that their completion was feasible.

### **Changes to the methods after the feasibility study commenced**

No changes were made to the methods.

## **Analysis**

The extent to which PiCo was implemented as intended was assessed using the activities recorded in the police officer work return and police officer survey. Activities were mapped to the four main aims outlined in the POLiS policy document (Hossack et al., 2006) which was analysed as part of our scoping activity:



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

We also used the research team's observation of POLiS practice to further detail the delivery of the intervention in practice.

No pupil or school staff surveys were conducted following the disengagement of schools from the research following the trial curtailment.

The qualitative data was analysed using thematic analysis as described in the 'Scoping, Mapping, and In-Depth Feasibility Study' section, above.

**Table 11. Information and process evaluation (IPE) methods overview**

Research methods	Data collection methods	Participants and data sources	Data analysis methods	Research questions addressed	Logic model relevance
IPE	Focus groups Individual interviews Participatory activities	School police officers School staff involved in day-to-day operations School pupils School key decision-makers School pupils	Thematic analysis Content analysis	RQ13, RQ14, RQ15, RQ16	Intervention inputs and context Intended intervention outcomes Perceived mechanisms and intermediate outcomes Context for mechanisms
IPE	Observation	School police officer working in the schools receiving the police in corridors (PiCo) pilot	Thematic analysis	RQ13	Intervention inputs and context Evidence for mechanisms and

Research methods	Data collection methods	Participants and data sources	Data analysis methods	Research questions addressed	Logic model relevance
					intermediate outcomes
IPE	Staff surveys	School staff working in the schools receiving the PiCo pilot	Descriptive statistics	RQ13, RQ14	Intervention inputs and context
IPE	Police survey	Police working in the schools receiving the PiCo pilot		RQ13	Intervention inputs and context
IPE	School pupil survey	Pupils in the schools receiving the PiCo pilot		RQ15, RQ16	Context for mechanisms  Evidence for mechanisms and intermediate outcomes

## Timeline

**Table 12: Timeline for pilot trial and implementation and process evaluation**

Date	Activity	Staff responsible
June 2023–Apr 2024	School recruitment	Met Police  National Police Chiefs' Council  King's College London (KCL) research team
Apr–May 2024	Onboarding of two Hounslow secondary schools	KCL research team

Date	Activity	Staff responsible
Apr–May 2024	Initial administrative data transfers of offending/victimhood data related to Hounslow schools	Met Police KCL research team
May 2024	Decision made to terminate the pilot trial because of low school recruitment	Youth Endowment Foundation (YEF)
June 2024	Observation of Safer Schools Officer (SSO)	Cardiff research team
June 2024	Received feedback from the YEF Racial Equity Associate (REA) on the pilot trial materials	YEF REA KCL research team Cardiff research team
June–July 2024	Participatory activities with pupils in schools	Cardiff research team
July 2024	School and police IPE surveys distributed to schools and SSO	Cardiff research team
July–August 2024	Data analysis, reporting	KCL research team Cardiff research team

## Findings – pilot trial

### Termination due to low school recruitment

The low recruitment of schools and SSOs led to this trial being ended prematurely. A number of factors contributed to low recruitment, and various tactics were employed in an attempt to course-correct and improve recruitment.

As with the Police in Classrooms trial, we worked with the police constabulary to identify schools that would meet the inclusion criteria. In the case of Met Police recruitment, we largely worked with a member of the youth policy team from the Met Police's central office and Paul Stride from NPCC. Early on, it was decided that it would make operational sense to recruit one or more borough teams, who would, in turn, help us recruit schools within their borough. We started by reaching out to Safer Schools sergeants with information about the trial and an invitation to schedule a short call. We also reached out directly to the SSOs themselves with the trial information, asking if they would be willing to meet with a member of the KCL research team (the recruitment letter can be found in Appendix K). This resulted in some connections to local borough teams, and a couple of members of the research team were invited for informal observations of SSO work in summer 2023. The initial outreach to assess school interest involved two inspectors, eight sergeants, nine SSOs, and one superintendent, with the outreach spanning across nine London boroughs.

We directly reached out to any school that had indicated an interest in participating in the trial to their sergeants and SSO contacts (see Figure 4). Using introductions from the Met Police, we reached out to schools over email and, in a couple of cases, by presenting at borough-wide DSL meetings (recruitment slides can be found in Appendix L).

When speaking to the schools, we tried to recruit them to the trial by focusing on how participating would benefit them and other schools and pupils across the country. We highlighted the trial as a chance to collect rich school-level data that capture important outcomes and the student voice, both of which are important indicators for Ofsted reporting and continuous improvement planning. We also spoke about the trial's potential to influence national youth-based policing policy and expressed that it was an opportunity to help make the case for long-term investment in SSPs.

In discussion with school headteachers and DSLs, we found that most schools worried about the consequences of losing their SSO, even if only for a short period. Many expressed that their SSOs provided an essential service to them, and they wanted to have more of their SSO's time, not less. We suspect, although were not explicitly told by schools, that school leadership teams were sensitive to the potential liabilities should a major incident happen at the school while the SSO was reassigned during the trial period.

We heard similar concerns from the SSOs themselves, who were reluctant to get involved because they believed that their removal from a school created too much potential for harm. Additionally, the SSOs were concerned that they would be assigned to undesirable work, such as traffic management, during the period when they were removed from their school and that there would be a large backlog of work waiting for them on their return. We observed that the SSOs who were the most enthusiastic about the value of the trial were also the SSOs that schools were the most reluctant to have removed. These SSOs were individuals who put high levels of effort into their roles and who cared a good deal about youth justice (for example,

those who were studying youth justice alongside their work) and thus were very sympathetic to the call to gather evidence of SSP effectiveness. Schools who have a positive relationship with their SSO will naturally feel a greater loss if the SSO is removed from the school, and therefore were more reluctant to take part.

An alternative approach would be to try to appoint an SSO for a school that had an SSP but was currently without an SSO due to sick leave, limited staffing, etc. It became clear that SSOs were frequently oversubscribed, in that there were more schools that wanted an SSO than were available. The challenge with this approach, of course, would be in finding an available SSO to deliver the intervention when SSOs are already in short supply.

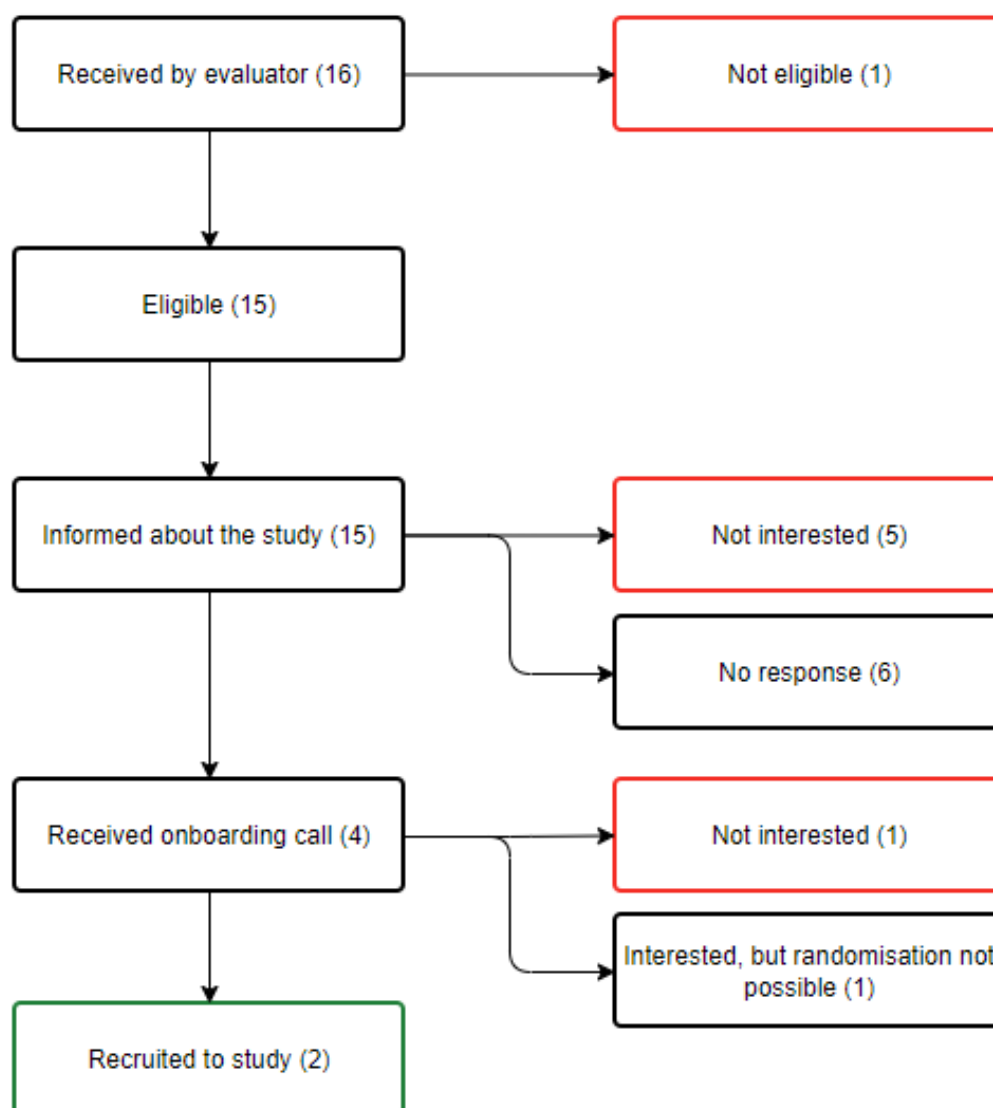
What we ended up trying was an evolution on that idea. We planned to have an SSO give a full, 'ideal state' service to some of the schools they worked with and to not deliver any of their planned inputs in their other schools. We believed that this would be more compelling for schools and SSOs, as the schools who took part in the trial would have a chance of being a school who received more attention than usual from their SSO, and the SSOs had no risk of being given undesirable work, as they would remain working in some of their schools. The use of this tactic resulted in the successful recruitment of two schools, who shared an SSO. These two schools were part of the same multi-academy trust, and one of the reasons they gave for deciding to take part in the trial was that neither of the schools felt that they were receiving 'ideal state' services from their SSO, and as members of the same trust, they would not feel any resentment about their sister school potentially receiving more services.<sup>2</sup> We were able to randomise these two schools, with the plan for one school to receive the treatment (the 'ideal state' service) while withholding services from the other school.

Figure 4, below, is a flowchart summarising the paths taken by the schools we directly engaged with. This chart reflects only the final stage of the recruitment process for those schools that expressed an interest in participating in the trial through their SSO, sergeant, or inspector. We cannot estimate the total number of schools that were contacted and informed about the trial, as this outreach was conducted by the SSOs, sergeants, and inspectors.

---

<sup>2</sup> To put the importance of the multi-academy trust factor into some context, we did have another pair of schools that shared an SSO facing a similar situation in a different borough. One school was ready to sign on, but the other dropped out, citing the same reasons we had heard from other schools. Since we did not have the agreement of the second school, the randomisation could not move forward.

**Figure 4. A flowchart showing the recruitment paths for schools that expressed an interest in participating in the trial after initial outreach**



## Evaluation feasibility

We now refer back to the research questions and success criteria that relate to evaluation feasibility.

**RQ6: Can 10 schools be recruited to participate in this trial that will accept the randomisation assignment of withholding police in corridors?**

We were unable to recruit at least 10 schools to be a part of the trial and to accept randomisation (RQ6):

- **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 group (RQ6):

- RED: Less than 60% adherence
- AMBER: 60–80% adherence
- GREEN: 80% adherence or above.

This was **not applicable**, as we only succeeded in recruiting two schools. These schools did accept randomisation and were randomised to treatment and control, and we did discuss and plan treatment allocation with the SSO, but we were not able to test the treatment allocation.

#### **RQ7: Can baseline survey data be collected?**

We are able to collect baseline survey data from schools as necessary (RQ7):

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

This was **not applicable** because of low recruitment.

#### **RQ8: Can endline survey data be collected?**

We are able to collect endline survey data from schools for a minimum of 60% of pupils (RQ8):

- RED: <60% endline data collection
- AMBER: 60–75% data collection at endline
- GREEN: 75%+ data collection at endline.

This was **not applicable** because of low recruitment.

#### **RQ9: 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 (RQ9):

- RED: We are not able to access the data
- **GREEN: We are able to access the data.**

We were able to collect police administrative data from the Met Police on crimes related to pupils enrolled in our sample schools.

#### **RQ11: Is there indicative evidence of harm (e.g. pupils feeling 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 which would render it unethical to continue to full trial.

- RED: More than five never events
- AMBER: Three to five never events
- GREEN: Fewer than three never events.

This was **not applicable**.

**RQ12: Can appropriate data be collected to enable a subgroup analysis and thereby systematically examine how different diversity factors among young people, such as sex (biological), gender identity, race, and ethnicity, influence the measured effects of the intervention?**

Police administrative data from the Met Police contained the following diversity variables for both suspects and victims: sex and perceived ethnicity.

Pupil baseline and endline surveys would have been a comparatively more comprehensive way to collect pupil diversity variables, including sex and gender (including trans/non-binary pupils); more options for ethnicity categories (see the 'Subgroup analysis' section in the 'Methods' chapter for a full breakdown); whether pupils were free school meals recipients; and whether pupils identified as having a disability. However, the pupil survey was not tried in the field, so it is whether we would have been successful at gathering these data is unknown.

## **Evidence of promise**

**RQ10: Is there indicative evidence of promise of the intervention?**

Although some administrative crime data were collected from the police, the trial was terminated while the intervention was launching, and so we do not have a treatment group or data to analyse. No regression analyses were undertaken as a result.



## Findings – IPE

### Participation in the IPE

**Police:** One school police officer was observed conducting their PiCo role, and they also completed the police officer survey.

**School staff:** 10 school staff were included in interviews, 18 in focus groups, and no school staff completed the survey.

**School pupils:** 41 pupils participated in nine focus groups. We were not able to administer the pupil PiCo survey due to the halted engagement with the trial school.

### Answering RQ13–16

#### RQ13: To what extent is PiCo implemented as intended?

The Schools Police Officer linked to the pilot PiCo police force was a constable who had attended specific school-based training provided by their police force and was the named officer for three schools in the local area. The same police officer who answered the survey also completed a one-week work return that included the following activities (listed as bullet points below), which were in line with the four key aims of the intervention in their police force area. The activities covered three out of four of the main aims of the intervention and were as follows:

*1. Provide positive engagement to build trust and confidence between the school community (pupils, school staff and parents) and the police.*

- Conducted relationship-building activities with members of the wider community for one hour
- Spent seven hours acting as a visible presence in the school (one hour) and at the school boundary/gates (six hours).

*2. Improve safety and enhance safeguarding within the school and wider community.*

- Conducted one weapons sweep (none found)
- Spent one hour reporting and recording crimes
- Shared information with school staff to assist in safeguarding, the prevention of offending, and intelligence gathering
- Spent one hour providing ad hoc safety advice and promoting awareness of safety issues.

*3. Develop prevention strategies to help pupils deal with risk and support the victims of crime.*

- Worked with teachers and school staff to identify and support three pupils: one at risk of being involved in crime; one at risk of being a victim of a crime; and one at risk of exploitation.

*4. Offer early intervention and diversion, promoting positive pathways for pupils.*

No early intervention or diversion was listed in the work return for the week in question; however, the following activities were listed by the schools officer as being within the remit of their role:

- Working with the youth justice team to identify and address needs relating to offending
- Conducting restorative justice and mediation interventions
- Conducting targeted group educational interventions and workshops.

#### **RQ14: How does PiCo implementation vary between forces and schools?**

As only two schools and one schools officer, in the same police force, were part of the pilot PiCo trial, this question cannot be answered based on the pilot alone. However, from our feasibility work, it is clear that implementation varies considerably between forces and schools.

#### **RQ15: What evidence is there for (and against) the mechanisms of change as set out in the logic model?**

In this section we focus on the evidence for key aspects of the logic model, particularly around the following key mechanisms:

- Trust and confidence in the police
- Disclosure and help-seeking
- Early intervention
- Deterrence
- Unintended negative processes.

#### **Trust and confidence in the police**

In the initial logic model, we theorised that two processes would increase trust and confidence in the police: 'positive informal interactions' and 'police activity perceived as procedurally just'. There was evidence that both these processes are important.

In regards to the informal interactions, being in the school gave officers the opportunity to engage positively with pupils and to work more closely with them. This was thought to promote positive attitudes towards the police. One officer explained their approach:

*When I have like, conversations with some of the kids, of like, weapons and things like that, or if they're involved in something, I will always say to them, 'I know who you are now – if something happens to you, that will affect me', and they kind of look at you, and I just think, well, it would [affect me] because, at the end of the day, you're invested in ... you want them to do well, you ... and I would always plug that whenever I talk to a new student – I'm their advocate, I want them to do well, don't want to get them in trouble, make good choices, that kind of thing. (Police Focus Group 8)*

Other examples underlined the value of informal interactions and activities such as cooking or doing artwork, which gave officers opportunities to work directly with pupils in a relaxed setting. Looked at in a

different way, not having enough time to develop a relationship between police officers and pupils was seen as a barrier to building trust, and one DSL noted, 'I don't think they're in regularly enough for our young people to sort of get to know them hugely' (School Staff Focus Group 6). The importance of these opportunities for informal interactions was recognised even in the context of dwindling resources:

*The police were very much more visible here as a part of the local community, and I think that's dwindled now, and that's just down to a lack of funding and a lack of resources, but it's a shame because it was really important ... But certainly, our Police School Liaison Officer is here, and she knows her way around, and she knows the pupils, she knows their parents, she can have an informal chat with them in the corridor, and I think that's really important as we build that relationship between the police and our pupils. (School Staff Focus Group 2)*

Certain conditions were necessary to facilitate informal interactions. Multiple school leads mentioned the benefit of having a consistent officer, in that it helped the school community build relationships with that person. There were obstacles to achieving this mentioned, such as resourcing and funding constraints:

*And we've had ... so we had one officer for years, [Name], like, everybody knew him. From primary school, they knew him. And then he retired quite a while ago. And so we've sort of had two or three, but we've also had interims. We had someone who was assigned who was then, I think, unfortunately, off sick most of the time. So then we had other people picking up, who were great, who were really ... you know, despite us being a kind of add-on school, they were really, really good. But it would be, as with anything, brilliant to have that consistency – that it didn't matter who it was, you were going to get the same kind of offer. (School Staff Interview 10)*

In schools that the police were not as embedded in or did not visit regularly, pupils noted that when the police did visit, they assumed it was because something was wrong and that this contributed to a 'tense' atmosphere that acted against the development of trust and confidence in the police.

### **Disclosure and help-seeking**

There was evidence that increased trust and confidence in the police led to a higher likelihood that pupils would seek help and advice and disclose problems. Pupils suggested that, while it could be intimidating – or 'scary' – to speak to the police, they would be more likely to feel comfortable disclosing information to a police officer who was well known to them and whom they had known for some time, recognising that school officers are likely to be more compassionate and that having conversations with them would be more pleasant:

*Talking to a police officer can be quite scary. I mean like, if you've got problems, like anything really, if you've seen something, it could be scary talking to them. But if they're here longer and, like, you think you can come to them and say things that ... that maybe you wouldn't tell anyone. Like, you wouldn't give that information out to like, anybody or anything. It's because it's always better in person, too. You can really ... have a nice talk with him, and [he'll] just understand. (Pupil Focus Group 3)*

Pupils often stated that they would choose who to ask for help based on how well they knew the person and, moreover, how likely it was that the individual would need to inform someone else. For example, one

pupil noted that being reassured by the specialist training officers had helped 'because he's trained to work with teenagers ... I do feel that I can trust him, so it's nice that he's there, just for some support' (Pupil Focus Group 7). Pupils who knew their school officer well tended to speak positively about their ability to help.

Schools did various strategic things to aid the process of pupils trusting officers. This included advertising the fact the police officer worked in the school and making them part of the staff team, whether that was as a trusted visitor who worked closely with the pastoral team or even as a member of the pastoral team. DSL focus groups referred to having the police officer's name and face on pinboards in the school, a profile on the school website, and designated desk space in the pastoral office, for example. This served to demonstrate the harmony in the partnership between the school and the police, showing that they are working together. Officers also had free rein of the school premises, which meant they could meet pupils informally more easily than if the pupils were required to book appointments or seek the officer out. A DSL explained how the officer having the freedom to move around the school made them accessible to pupils who might want to seek help or make disclosures without necessarily having to inform the school itself:

*[The officer has] pretty much free range to just kind of walk around. You know, it gives another opportunity for young people to speak to them without a member of staff being there. They might want to speak to them without a member of staff knowing. Obviously, you know ... the safeguarding ethos is that if there are any kind of risk, or they're sharing any risks, or they're being harmed, then that will be shared with the school's DSL, who has a close working relationship with a police officer anyway. (School Staff Focus Group 5)*

School police officers' improved approachability (compared to that of their colleagues) may also be due to their typical school-based work dynamic of being a lone officer (as opposed to other recognisable dynamics such as a patrol partnership or unit). One pupil respondent articulated a distinction between their school officer and other police officers, with the school officer being 'easy to talk to and friendly'. They further explained that this may be because 'it's just him' and there is 'less of that kind of ... presence of the other police people being there'.

For some pupils, however, it seemed important that the officer represented a wider institution (the police) and that this was distinct from the school. Having the police as a second organisation to go to for help may increase the likelihood that pupils would do so. Pupils may also be more likely to seek support that is not contingent on the trust (or lack thereof) in the school. This diversification of support structures may benefit pupils who would otherwise be reluctant to accept help from schools. We heard, in DSL focus groups, that pupils who were 'pushing the boundaries out of school' had a respect for the officer and would 'offload' in a way that they chose not to do with school staff (School Staff Focus Group 1). The pupils who participated also supported this notion:

*I feel like it's better going to him [the school police officer] because, like, some people can't always trust the school because I feel like sometimes schools don't voice students' opinion[s] 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, other pupils did not consider the police as a preferable alternative to in-school support. For some, this was due to the officer being a relative stranger:

*[The] police officer would be like, probably the last person I'd go to ... there's teachers around I've known for a long time, and there's just this one officer that's come in once, so I'm not going to have that same trust I have with the teachers. (Pupil Focus Group 10)*

For others, this was because of the perceived consequences of telling a police officer something that they might be required to act upon:

*Obviously, some stuff – like, not saying I've done anything illegal – but some stuff I just wouldn't want to go to [the police officer] because I know that there could be, like, consequences of that. Not all bad, but, yeah, I feel like some things I just wouldn't go to a police officer about – I would usually go to a support system like our DSLs. (Pupil Focus Group 7)*

Again, the fact that schools officers were seen differently to other police officers by many pupils seemed to make it easier for help-seeking to happen:

*Because school police are just different from other police in general because, like, police, if you just do something bad, you'd get arrested or something, but like, a school police, you speak to them about problems, like stuff like that. (Pupil Focus Group 13)*

## **Early intervention**

This all links to the idea that schools police officers may be better placed to do early intervention work. Much of what was described was informal early intervention, which was carried out prior to (and, in many cases, instead of) escalation to established youth justice early intervention. Two key factors here seem to be that the police officers are often physically on-site and able to respond immediately and that they know the pupils and understand the school setting better than a generic response team would.

Being on-site in the schools meant that police could act more quickly when issues arose and had better access to pupils if they needed to speak to them. Schools were also seen as better locations for direct work with pupils, as they could provide neutral and private spaces. One officer explained that for many pupils, the school was a safer place than home, where they could speak freely without having 'parents in the next room listening in' (Police Focus Group 11).

School staff emphasised the importance of easier communication with the school liaison officer to the early intervention process. This access worked as a conduit for informal advice, rerouting schools away from conventional police phonelines (such as 101) and, consequently, taking some of the strain off that service.

As well as recognising that a call for advice may not be the correct use of the 101 service, school staff expressed concerns that their logging a statement through formal means could set a trajectory towards criminal justice and thus unintentionally criminalise pupils:

*Once it's referred to 101 or goes to a MARF [multi-agency referral form], then it goes to a police record, and with young people, we want to keep them off that record as much as we can and to try and deal with it, and without the school liaisons in schools, that would be impossible, and everything ... without them, everything would be referred into the police, and they'd all be on the police system. (School Staff Focus Group 2)*

Being more embedded within the school had various advantages, including when following up after an incident. Even when other police response units were involved, there was a perceived advantage to being able to hand back to the schools officer in the aftermath:

*Following an event requiring an emergency response, the initial response units are able to step back and allow the school police officers to follow up with managing the case in a way that may be more appropriate, sensitive, and child-centred ... they have an understanding of who they're dealing with, so it's a lot easier for them to deal with it, handle it properly. (School Staff Focus Group 6)*

## **Deterrence**

We found very limited evidence about deterrence, and the concept was not directly discussed. Some of the other evidence, in theory, relates to deterrence, and there was no evidence directly contradicting the notion that PiCo might deter offending. In light of this, and because of the potential importance of this concept, we propose retaining it in the logic model at this stage and exploring this concept in more detail in future work.

## **Unintended negative processes**

The analysis contributes some evidence to the notion that there are also potential negative mechanisms associated with PiCo. One pupil reported feeling overly monitored, unable to 'joke around' or 'speak your mind' in case it might lead to the officer getting involved and to punitive sanctions. Another pupil in a focus group spoke about the fine balance between being available to deal with problems and overreach in terms of monitoring normal behaviour:

*If they're there when something actually happens, then I feel safer. But like, when they're there just to, like, wait for something to actually happen, like, just to sort of ... like, on patrol to see if something's happening, then it makes you feel a bit like ... I don't know, but like... (Pupil Focus Group 9)*

Pupils felt that minor behavioural issues should be addressed by the school, rather than the police, and worried about the potential consequences of this shifting:

*If I get a detention, I don't want police to come talk to me about it – that's a bit far. It's like, I was talking ... if I done something like, really wrong, then sure, but not in school. (Pupil Focus Group 10)*

On the other hand, one pupil felt that involving the police in minor incidents may lead to a reduction in more serious behavioural issues, because the punitive approach taken by the school/teachers was not a deterrent. The pupil, who was exasperated about others continuously causing trouble and ignoring school sanctions, felt that police officer involvement might hold more weight:

*Some of the students who like, get into the fights all the time don't really respect the teachers and think it's just another telling off, but I think the police might actually make them like, see sense. (Pupil Focus Group 9)*

This does raise the question of role boundaries, because few would argue that responsibility for routine behaviour management should transfer from the school to the police. While pupils in the focus group discussion acknowledged this was 'not [the police's] responsibility', they argued that 'it would ... definitely

help, I think' and alighted on the idea that perhaps additional police involvement alongside usual school sanctions might help in more serious cases of fighting (Pupil Focus Group 9).

We did not identify any systematic difference between year groups on any of these key mechanisms.

**RQ16: How do different contexts (e.g. pupils' previous experience of police or the police officer's approach) and different identities (e.g. pupils or police from minoritised groups) influence logic model pathways?**

There was relatively limited data about these contexts, although there was some indication that both previous experience of the police and the approach taken by the individual officer may create contextual conditions for some of the mechanisms detailed in the logic model.

There were examples of how pupils' experiences regarding the police prior to experiencing the POLiS intervention could affect how the intervention was received. Where this was negative, pupils might be wary of the police officer in their school, and this could include the second-hand experiences of wider family members. The following example is from a pupil whose father had a negative experience with policing. In this case, the pupil contrasted that negative experience with the more positive view they had of the schools officer:

*For example, like my family, they're from London, and like, my dad ... had some not very nice experiences with the police – like, he used to work at Iceland when he ... and he did the night shift, like, stacking shelves, and every night he would be arrested as a thief by the same person ...*

*... in some places, it feels like some police are on certain people's side and not on others', which I can't say all police are that way, that's why I like the police in this area because they're more fair – they ... they're going to ... they're not going to – you're innocent until you're proven guilty. They're going to help you, they're not going to be ... they're not going to interrogate you if you ... if they don't believe you've done something wrong, but in other places, I don't think that's the case. (Pupil Focus Group 11)*

Another pupil from a different area echoed this idea that pre-existing stereotypes of the police could be challenged by the experience of POLiS, providing that the officers take an equitable approach:

*I think it's like, police officers sometimes in the street, like, if they see you, especially, like, a group of your friends, and you're teenagers, they have, like, a specific kind of stereotype about you, but where [the officer] works with teenagers in school, he kind of treats everyone equally. (Pupil Focus Group 7)*

*And because he's trained to work with teenagers as well as being trained to work with like, criminal situations or anything like that to do with law enforcement, I do feel that I can trust him, so it's nice that he's there, just for some support. (Pupil Focus Group 7)*

Police were aware of the potential for negative perceptions or past experiences and were conscious that their presence in schools needed to be handled sensitively as a result. Some described actively mitigating this by working to change pupils' impressions of the police:

*Let's be honest ... they're going go and look at YouTube and ... and the news, the police sometimes aren't really put in great light, are they, with the youngsters of the world? We're there to build that bridge so the kids think, actually, the police are quite nice and [that] we're there to help. Do you know what I mean? That's how I see it, my role. (Police Focus Group 10)*

There was limited explicit discussion about any differential impact for minoritised groups, and the focus group format of the data collection for pupils may not have facilitated such discussions as well as other methods might have because pupils may have been more reluctant to discuss sensitive topics among their peers. Nonetheless, pupils who took part in the participatory activities noted – using sticky notes – that ‘the police help to teach people about discrimination’ but that ‘some [officers] are unequal or follow stereotypes that are unfair’. Analysis of the free-text parts of the pupil surveys also pointed towards the notion that some pupils felt that ‘police treat people differently’, which may allude to discrimination on the basis of group status. Likewise, one pupil raised a concern that ‘police being in schools will create unnecessary dominance and discrimination’ and others mentioned discrimination as a concern.

In the proposed QED, it will be important to review the methods used to find ways of asking more specific questions about the risk of discrimination on the basis of being from a minoritised group. The focus group format may have limited pupils’ inclinations to talk about more personal, sensitive, or controversial topics in front of their peers.

It remains plausible that if pupils are not comfortable with the police in the school, whether this feeling is related to their minority status or past experience, this may inhibit the positive effects of the intervention or mean that it is more likely to follow the negative unintended process pathway than to activate the positive hypothesised pathway.



## Conclusion – pilot trial and IPE

**Table 13: Summary of the pilot trial and IPE study findings**

Research question	Finding
RQ6: Can 10 schools be recruited to participate in this trial that will accept the random assignment of withholding of police in corridors (PiCo).	No – only two schools were recruited and accepted the randomisation of the treatment.
RQ7: Can baseline survey data be collected?	Unknown – trial terminated.
RQ8: Can endline survey data be collected?	Unknown – trial terminated.
RQ9: Can administrative data be accessed?	Yes – we worked with the Metropolitan Police to identify relevant outcome measures and covariates, and data transfer was tested.
RQ10: Is there indicative evidence of promise of the intervention?	Unknown – trial terminated.
RQ11: Is there indicative evidence of harm (e.g. pupils feeling unsafe) from receiving or not receiving the intervention?	Unknown – trial terminated.
RQ12: Can appropriate data be collected to enable a subgroup analysis and thereby systematically examine how different diversity factors among young people, such as sex (biological), gender identity, race, and ethnicity, influence the measured effects of the intervention?	Partly – police administrative data contained sex and apparent ethnicity, but the possibility of gathering diversity factors from pupil surveys was not tested.

Research question	Finding
RQ13: To what extent is PiCo implemented as intended?	<p>PiCo is less well-defined than police in classrooms and included a wider range of activities. However, in the pilot force it was implemented in the following ways, which are broadly in line with the intention of the police in schools (POLiS) policy:</p> <ol style="list-style-type: none"> <li>1. Provide positive engagement to build trust and confidence between the school community (pupils, school staff, parents) and the police</li> <li>2. Improve safety and enhance safeguarding within the school and wider community</li> <li>3. Develop prevention strategies to help pupils deal with risk and support the victims of crime</li> <li>4. Offer early intervention and diversion, promoting positive pathways for pupils.</li> </ol>
RQ14: How does PiCo implementation vary between forces and schools?	<p>Only two schools and one schools officer, who came from the same police force, were part of the pilot PiCo trial, so this question cannot be answered based on the pilot alone. However, feasibility work suggests that implementation varies considerably between forces and schools.</p>
RQ15: What evidence is there for (and against) the mechanisms of change as set out in the logic model?	<p>There is qualitative evidence for the mechanisms of trust and confidence in the police: disclosure, help-seeking, and early intervention. It is not clear whether deterrence is supported, and this should be explored further in the proposed quasi-experimental design.</p>

Research question	Finding
RQ16: How do different contexts (e.g. pupils' previous experience of police or the police officer's approach) and different identities (e.g. pupils or police from minoritised groups) influence logic model pathways?	<p>Pupils' prior experience of the police, both directly and through the experiences of their family members, created a context for how they experienced PiCo. However, there was also evidence that negative impressions could be overcome. If officers took an approach that was focused on help and support, rather than on monitoring and punishment, then pupils could distinguish the positive experience of POLiS from the negative experiences or perceptions of the police they might previously have had. Police officers acknowledged the potential for negative stereotypes and described how they were working actively to challenge and change them.</p> <p>It is not clear from the data what impact being from a minoritised group had on this, nor whether these findings held for minoritised groups. The focus group format of the data collection may have reduced the likelihood of this being discussed, as noted in the feasibility report.</p>

The IPE has shown that it is possible to collect qualitative data on the implementation of PiCo, the attitudes of key stakeholders, and the experiences of those involved. The study has highlighted areas in which more data are needed – for example, about how people from minoritised groups may experience PiCo. As discussed in the feasibility studies for PiCo and PiCl, some changes to the format of the data collection – e.g. the provision of more opportunities to take part in individual methods alongside group methods – may increase the likelihood of these issues being discussed.

## 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 the 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.

This answer is **unknown**, as we did not fully test our primary and secondary outcome measures for this pilot. It is possible that these measures could be applied to evaluate PiCo in a different context, such as a QED.

**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, access to administrative data) are sufficient to treat the 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 sizable measurement error.

This answer is also **unknown** – while we had some success in getting access to police administrative data, we did not administer the pupil surveys.

**Based on the findings from the feasibility study and IPE and subsequent updates to the logic model and theory of change, we find that our randomisation protocol is sufficient to treat the collected data as an internal pilot:**

- RED: We find that the 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 the 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.

This criterium is **not relevant**, as we do not recommend an efficacy trial with the analytical methods described here.

**Based on findings from the feasibility study and IPE, we are able to assess the viability of treating the pilot as an internal pilot (i.e. as 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.

This criterion is **not relevant**, as the pilot trial was not conducted.

## **Cost information**

No cost information for the intervention was collected.

## **Evaluator judgement of evaluation feasibility**

Over the course of the twelve months of this project, substantial resource has been expended in attempting to recruit secondary schools to this trial, using a variety of techniques. This approach has included top-down approaches to local authorities, introductions mediated by the Met Police, and direct approaches to schools. Despite this effort, only two schools were successfully recruited to the trial, compared with a target of 10 schools to be recruited. This process also took substantially longer than anticipated, meaning that even had the pilot trial not been discontinued, it would have been difficult to produce data from those two schools within the time frame of this evaluation report.

There are a number of substantial barriers to school recruitment for a trial. Briefly, these are:

- Police forces that offer PiCo believe it is beneficial and wish to offer it as widely as possible.
- Police forces that offer PiCo want to target the intervention at schools based on perceived need and are often operating in an environment of scarcity.
- Police forces that do not offer PiCo (such as Avon and Somerset) have strong feelings in the opposite direction and do not wish to offer it to any schools.

- Local authorities and schools have a similar diversity of experience with and assumptions about PiCo, with some being very positive about it and others less so. These strong feelings, in either direction, make the randomisation of the intervention challenging for these parties to accept. While social science RCTs often engender strong feelings about randomisation, these are usually about people ‘missing out’ on an intervention that may be considered positive. With PiCo, these concerns are present, but there are also likely to be strong feelings among critics about pupils being *subjected* to what they consider to be a negative intervention. This is likely to complicate efforts to gain buy-in for randomisation.

From a policy perspective, the question of the efficacy of PiCo is an important one, particularly given the scale of disagreement between local authorities. In research terms, we are in a state of equipoise about the efficacy of the intervention. Moreover, police forces are seemingly in a state of equipoise as well, albeit one characterised by some forces strongly feeling the intervention is beneficial, and others feeling equally strongly that the intervention is harmful. Although this state of equipoise creates the necessity for a robust impact evaluation, its divergent manifestation makes recruiting schools and police forces difficult.

On the basis of this evidence, we conclude that a RCT of PiCo is unlikely to be viable, especially as, with school-level randomisation, the sample size requirements are likely to be prohibitive. Instead, we believe that a QED approach is more likely to be viable. The work already undertaken and detailed in this report, as well as our anecdotal experience working with police forces, schools, and local authorities, suggest that there is substantial heterogeneity in the deployment of PiCo within and between constabulary and local authority areas. Although not random, we believe that this heterogeneity is either arbitrary (and hence not correlated with outcomes) or associated with observable characteristics (and hence reconcilable through statistical matching). It is also, in some places, time variant – meaning that School X may implement PiCo in one time period but not in another – and thus allows for panel or time series approaches. As such, we argue that a QED approach to investigating the impact of PiCo is likely to be the more viable strategy.

## Final summary

In this report, we have provided findings regarding the intervention and evaluation feasibility and reflections on the challenges to setting up a pilot trial and the piloting of the IPE for PiCo.

Through a thorough scoping and mapping exercise, we have found that:

- There is a great range and diversity in the activities that characterise POLiS efforts in England and Wales, as well as in the extent to which police forces vary in their implementation of PiCo.
- PiCo practices across forces emphasise child-focused practice and safeguarding, the importance of specialized and dedicated police staff, collaborative approaches between schools and police, and responsiveness to school needs.
- While, generally, PiCo was found to be acceptable to pupils, schools, and police, contextual and identity factors play a role, and there were some concerns about reputational factors for schools. Important factors for acceptability included remaining locally relevant and the officers' teaching ability and alignment with school values.
- There were some missing elements in our pre-trial logic model – namely, whether pupils felt safer with a PiCo officer in their school, whether PiCo acts as an effective diversionary intervention, whether school information-sharing with police leads to criminalisation, and whether PiCo has a negative effect on schools' relationships with pupils' families.

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

- Schools, SSOs, and Safer Schools borough teams were interested and invested in the research but strongly objected to the withholding randomisation design. Logistical changes to randomisation meant to overcome these objections (such as resuming SSP services) were not found to be viable, given the scarcity of SSOs.
- The only treatment assignment that was found to be acceptable for all parties was in the case of two schools in the same trust who shared an SSO, where the SSO's activities would be concentrated in one school and withdrawn from the other.
- Data collection methods show promise – police administrative data collection was found to be viable, and the two schools recruited had started baseline pupil survey administration when the trial was terminated.
- Analytical approaches to the pilot trial were not tested.

- Most of the IPE data collection methods were trialled and found to be successful, although the sample size was very limited (only two schools and one SSO).
- Qualitative evidence supports the inclusion of trust and confidence in police, disclosure, and help-seeking in the logic model. It is not clear whether deterrence through visibility is supported by the findings.

It is clear that the diverse variations in PiCo implementation and the limited acceptability of the randomisation of PiCo as an intervention make evaluating PiCo through experimental methods a challenge. That said, given the extent to which PiCo practices have been adopted across England and Wales, we should remain highly motivated to generate evidence as to the intervention's effectiveness. A QED approach may have the potential to generate these insights and thus better inform policy in this space.



## 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, p. 87. <https://doi.org/10.3390/genealogy4030087>.
- Bradford, B., and Yesberg, J. (2019). *Police in Schools – An Evidence Review*. UCL Jill Dando Institute for Security and Crime Science. Available at: <https://pshe-association.org.uk/evidence-and-research/police-in-schools-evidence-review> [Accessed 2 July 2025].
- Braun, V., and Clarke, V. (2006). Using Thematic Analysis in Psychology, *Qualitative Research in Psychology*, 3(2), pp. 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 2 July 2025].
- 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), pp. 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> [Accessed 2 July 2025].
- 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 2 July 2025].
- Department for Education. (2024). *Schools, Pupils and Their Characteristics*. GOV.UK. Available at: <https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics> [Accessed: 2 July 2025].
- 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, pp. 217–233. <https://doi.org/10.1007/s40894-015-0006-8>.
- Flacks, S. (2024). Child Q, School Searches and Children's Rights. *Amicus Curiae*, 5(2), pp. 333–349. <https://doi.org/10.14296/ac.v5i2.5686>.

Gamble, J., and McCallum, R. (2022). Local Child Safeguarding Practice Review: Child Q. City & Hackney Safeguarding Children Partnership. Available at: <https://chscp.org.uk/wp-content/uploads/2022/03/Child-Q-PUBLISHED-14-March-22.pdf> [Accessed: 2 July 2025].

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, pp. 125–130. <https://doi.org/10.1007/s007870050057>.

Goodman, R. (2001). Psychometric Properties of the Strengths and Difficulties Questionnaire. *Journal of the American Academy of Child and Adolescent Psychiatry*, 40(11), pp. 1337–1345. <https://doi.org/10.1097/00004583-200111000-00015>.

Gaffney, H., Farrington, D., and White, H. (2021). Police in Schools: Toolkit Technical Report. Youth Endowment Fund. Available at: <https://youthendowmentfund.org.uk/wp-content/uploads/2021/06/Police-in-Schools-technical-report.pdf> [Accessed: 2 July 2025].

Hopkins, N., Hewstone, M., and Hantzi, A. (1992). Police–Schools Liaison and Young People's Image of the Police: An Intervention Evaluation. *British Journal of Psychology*, 83, pp. 203–220. <https://doi.org/10.1111/j.2044-8295.1992.tb02435.x>.

Hossack, L., Hancock, P., Cotterill, B., MacNicoll, D., Lee, J., and Talbot, S. (2006). *Mainstreaming Safer Schools Partnerships*. Department for Education and Skills. Available at: <https://popcenter.asu.edu/sites/default/files/safer-school-partnerships.pdf> [Accessed: 2 July 2025].

Information Commissioner's Office. (n.d.). *What Is the FOI Act and Are We Covered?* ICO. Available at: <https://ico.org.uk/for-organisations/foi/what-is-the-foi-act-and-are-we-covered/>. [Accessed: 2 July 2025].

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> [Accessed: 2 July 2025].

Marshall, T.F. (1999). *Restorative Justice: An Overview*. London: Home Office.

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), pp. 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). <https://doi.org/10.15640/jpbs.v3n2a1>

Patel, C. (2020). Tackling Police Racism. *The World Today*, 76(4), pp. 13–15. Available at: <https://www.jstor.org/stable/48750979> [Accessed: 2 July 2025].

Price, P. (2009). When Is a Police Officer an Officer of the Law? The Status of Police Officers in Schools. *The Journal of Criminal Law and Criminology*, 99(2), pp. 541–570. Available at: <https://scholarlycommons.law.northwestern.edu/jclc/vol99/iss2/6> [Accessed: 2 July 2025].

Qualtrics (n.d.). Qualtrics and GDPR Compliance, <https://www.qualtrics.com/support/survey-platform/getting-started/qualtrics-gdpr-compliance>

Sanders, M., Westlake, D., Ellingwood, J., Bancroft, K. and Bennett, V. (2024) *Pilot Trial Protocol: Police in Corridors Randomised Trial – Pilot*. Youth Endowment Fund. <https://youthendowmentfund.org.uk/wp-content/uploads/2024/01/PiCo-Pilot-trial-protocol-Jan-2024.pdf> [Accessed: 2 July 2025].

Sanders, M., Westlake, D., Bennett, V., Ellingwood, J., Ablitt, J., Corliss, C, Ewanich, K. Harrop, I., Hamlyn, A., and Davies, A. (2024). *Police in Classrooms: Feasibility and Pilot Trial Report*. 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>.

Stokes, L., Dorsett, R., Runge, J., Manzoni, C., and Xu, L. (2021). *Supervision of Designated Safeguarding Leads in Primary Schools in Bolton*. King's College London. <https://kclpure.kcl.ac.uk/portal/en/publications/supervision-of-designated-safeguarding-leads-in-primary-schools-i> [Accessed: 2 July 2025].

Tanner, C. (2021). *Policy and Practice Review of Police Involvement in Schools*. Ottawa-Carleton District School Board, Office of the Human Rights and Equity Advisor. Available at: <https://www.ocdsb.ca/download/481531> [Accessed: 2 July 2025].

Vomfell, L., and Stewart, N. (2021). Officer Bias, Over-Patrolling and Ethnic Disparities in Stop and Search. *Nature Human Behaviour* 5, pp. 566–575. <https://doi.org/10.1038/s41562-020-01029-w>.

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 and Management*, 15(4), pp. 281–293. <https://doi.org/10.1350/ijps.2013.15.4.318>.



## Appendices

### Appendix A: Information and consent form for parents (survey)



#### INFORMATION SHEET FOR PARENTS OR TUTORS – 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 Corridors 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 impacts of programmes that place police in schools to provide various educational and operational inputs throughout the school year. 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 about 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 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?**

Currently, your school has a Safer Schools Partnership (SSP) with the London Metropolitan Police, which place Safer Schools Officers (SSOs) in schools to provide various types of support, including before- and after-school patrols, taking part in staff meetings, leading educational conversations with students, among other inputs. The

aim of this study is to understand the impact of police working in schools. In particular, we are interested in whether and to what extent these programmes impact youth risk-taking behaviour, and how these inputs influence how youth people feel about the police more broadly. We think your child's feelings and opinions on this topic are essential to help school leaders, teachers, and SSOs in improving SSP programming to meet students' needs.

### **Why have my child been invited to take part?**

We would like your child to participate in this project because they are enrolled in a school that has an SSP in place, 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 which means we are trying to understand the experiences and feelings of children who are attending a school where an SSO is regularly visiting compared with those who attend schools where their SSO is temporarily absent (in those cases, their school will still have police support in case of emergencies, as they would normally).

If you are happy for your child to take part in the project, your child will be asked 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 complete.

### **Does my child have to take part?**

Participation 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 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 any psychological harm impacting students from minoritised groups.

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 others is at risk. 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](http://www.samaritans.org)) or Childline (Tel. 0800 1111, [www.childline.org.uk](http://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 feel 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 SSP programme 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 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 feel 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](#).
- No data will be shared outside the EU.
- 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://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 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 pseudonymised 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 available from the YEF archive web page: <https://youthendowmentfund.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 would like more information about how your child's 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 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 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.

### **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?**

Professor Michael Sanders whose contact details are:

[michael.t.sanders@kcl.ac.uk](mailto: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 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](mailto: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](mailto:lara.gilbertdoubell@youthendowmentfund.org.uk).

Thank you 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 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: Information sheet and consent form for student baseline surveys**



### **INFORMATION SHEET FOR STUDENT PARTICIPANTS – POLICE IN SCHOOLS SURVEY**

**[FORM EMBEDDED AT BEGINNING OF STUDENT SURVEY]**

**Version 4 – 15/12/23**

#### **Title of project**

The Police in Corridors 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?**

Currently, your school has a Safer Schools Partnership (SSP) with the London Metropolitan Police, which place Safer Schools Officers (SSOs) in schools to provide various types of support. You may have seen police officers walking around schools, talking to students or to staff members, or participating in assemblies or meetings in the past. The aim of this study is to understand the impact of police working in schools. In particular, we are interested in whether and to what extent SSPs 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 school leaders understand your experiences. This way we hope to help 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 that has an SSP in place, 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 I take part?**

This is a randomised controlled trial where we are trying to understand the experiences and feelings of young people who are enrolled in schools where there is a school-based officer compared to those without a school-based officer.

If you choose to take part in the project, you will be asked to complete an online questionnaire. We will ask you questions about your experiences with police in school and your impressions of police generally, as well as questions regarding your feelings of safety and wellbeing

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. Once you have read the information sheet, please contact us if you have any questions that will help you make a decision about taking part. If you decide to take part, we will ask you to sign a consent form and you will be given a copy of this consent form to keep. Your education will not be impacted by participation or non-participation.

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 at the beginning of the survey.** If you would like a copy of this consent form, please reach out to us.

### **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](http://www.samaritans.org)) or Childline (Tel. 0800 1111, [www.childline.org.uk](http://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 SSP 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](#).
- No data will be shared outside the EU.
- 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 pseudonymised 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 longterm 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 at <https://youthendowmentfund.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 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 whose contact details are:

[michael.t.sanders@kcl.ac.uk](mailto: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, you in any way or if you wish to make a complaint about the conduct of the project you can speak to your parents/guardians about it, and you or they 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](mailto: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](mailto:lara.gilbertdoubell@youthendowmentfund.org.uk).

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

### **Consent form**

## **CONSENT FORM FOR STUDENT PARTICIPANTS – POLICE IN SCHOOLS SURVEY**

Please complete this form after you have read the Information Sheet and/or listened to an explanation about the research.

<b>Title of project:</b> The Police in Schools Evaluation Project	
<b>Version number:</b> 15/12/23	
	Tick or initial
1. I confirm that I have read and understood the information sheet for the above project. I have had the opportunity to consider the information and to questions, which have been answered to my satisfaction.	
2. 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.	
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 understand that the researcher/ research team can archive my anonymous data for future research projects.	
7. I understand that the information I have submitted will be published as a report and may be discussed in interviews, conferences and presentations.	

\_\_\_\_\_  
**Name of Participant**                      **Date**                      **Signature**

\_\_\_\_\_  
**Name of Researcher**                      **Date**                      **Signature**

## Appendix C: The Pupil Baseline Survey

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?

---

- ☐ Don't Know

Q5. Which year are you in?

- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10
- ☐ 11

Q6. What best describes your biological sex?

- ☐ Male
- ☐ Female
- ☐ Other 

---
- ☐ Prefer not to say

Q7. What is your gender?

- ☐ Boy/man
- ☐ Girl/woman
- ☐ Non-binary / third gender
- ☐ Transgender boy/man
- ☐ Transgender girl/woman
- ☐ Prefer to self-identify \_\_\_\_\_
- ☐ Prefer not to say

Q8. What is your ethnicity?

- ☐ British
- ☐ Irish
- ☐ Gypsy or Irish Traveller
- ☐ Any other white background
- ☐ White and Black Caribbean
- ☐ White and Black African
- ☐ White and Asian
- ☐ Any other mixed
- ☐ Indian
- ☐ Pakistani
- ☐ Bangladeshi
- ☐ Chinese
- ☐ Any other Asian background
- ☐ Caribbean
- ☐ African
- ☐ Any other Black background
- ☐ Arab
- ☐ Any Other
- ☐ Not Stated
- ☐ Prefer not to say

Q9. Have you been eligible for free school meals in the past six years?

- ☐ Yes
- ☐ No
- ☐ Do not know
- ☐ 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?

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

- 
- ☐ I do not
  - ☐ 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.

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

Q12. Police officers protect me.

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

Q13. Police officers treat all people fairly.

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

Q14. I like the police.

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

Q15. The police are good people.

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

Q16. The police do not discriminate (treat people differently because of their race, sex, age, or background).

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

Q17. The police provide safety.

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

Q18. The police are helpful.

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

Q19. The police are trustworthy.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Undecided



- Disagree
- Strongly Disagree

Q20. The police are reliable.

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

Q21. Police officers are unbiased/fair.

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

Q22. Police officers care about my community.

- Strongly Agree
- Agree
- Undecided
- Disagree
- 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.

- ☐ Not True
- ☐ Somewhat True
- ☐ Certainly True

Q24. I care about people's feelings.

- ☐ Not True
- ☐ Somewhat True
- ☐ Certainly True

Q25. I am restless, I cannot stay still for long.

- ☐ Not True
- ☐ Somewhat True
- ☐ Certainly True

Q26. I get a lot of headaches, stomach-aches, or sickness.

- ☐ Not True
- ☐ Somewhat True
- ☐ Certainly True

Q27. I usually share with others (food, games, pens etc.).

- ☐ Not True
- ☐ Somewhat True
- ☐ Certainly True

Q28. I get very angry and often lose my temper.

- ☐ Not True
- ☐ Somewhat True
- ☐ Certainly True

Q29. I am usually on my own. I generally play alone or keep to myself.

- ☐ Not True
- ☐ Somewhat True
- ☐ Certainly True

Q30. I usually do as I am told.

- ☐ Not True
- ☐ Somewhat True
- ☐ Certainly True

Q31. I worry a lot.

- ☐ Not True
- ☐ Somewhat True
- ☐ Certainly True

Q32. I am helpful if someone is hurt, upset or feeling ill.

- ☐ Not True
- ☐ Somewhat True
- ☐ Certainly True

Q33. I am constantly fidgeting or squirming.

- ☐ Not True
- ☐ Somewhat True
- ☐ Certainly True

Q34. I have one good friend or more.

- ☐ Not True
- ☐ Somewhat True
- ☐ Certainly True

Q35. I fight a lot. I can make other people do what I want.

- ☐ Not True
- ☐ Somewhat True
- ☐ Certainly True

Q36. I am often unhappy, downhearted or tearful.

- ☐ Not True
- ☐ Somewhat True
- ☐ Certainly True

Q37. Other people my age generally like me.

- ☐ Not True
- ☐ Somewhat True
- ☐ Certainly True

Q38. I am easily distracted; I find it difficult to concentrate.

- ☐ Not True
- ☐ Somewhat True
- ☐ Certainly True

Q39. I am nervous in new situations. I easily lose confidence.

- ☐ Not True
- ☐ Somewhat True
- ☐ Certainly True

Q40. I am kind to younger children.

- ☐ Not True
- ☐ Somewhat True
- ☐ Certainly True

Q41. I am often accused of lying or cheating.

- ☐ Not True
- ☐ Somewhat True
- ☐ Certainly True

Q42. Other children or young people pick on me or bully me.

- ☐ Not True
- ☐ Somewhat True
- ☐ Certainly True

Q43. I often volunteer to help others (parents, teachers, children).

- ☐ Not True
- ☐ Somewhat True
- ☐ Certainly True

Q44. I think before I do things.

- ☐ Not True
- ☐ Somewhat True
- ☐ Certainly True

Q45. I take things that are not mine from home, school or elsewhere.

- ☐ Not True
- ☐ Somewhat True
- ☐ Certainly True

Q46. I get on better with adults than with people my own age.

- ☐ Not True
- ☐ Somewhat True
- ☐ Certainly True

Q47. I have many fears, I am easily scared.

- ☐ Not True
- ☐ Somewhat True
- ☐ Certainly True

Q48. I finish the work I'm doing. My attention is good.

- ☐ Not True
- ☐ Somewhat True
- ☐ 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.

- ☐ Agree \_\_\_\_\_
- ☐ Disagree \_\_\_\_\_
- ☐ Unsure \_\_\_\_\_

Q51a. Would you change how police work in schools?

- ☐ Yes
- ☐ No
- ☐ 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?

- ☐ Yes
- ☐ No
- ☐ Unsure

Q52b. Why did you choose this answer?

---

## **Appendix D: 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](mailto: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 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](mailto: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](mailto: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](mailto:info-compliance@kcl.ac.uk) or via +44(0)20 7848 7816

Cardiff University: [inforequest@cardiff.ac.uk](mailto: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](mailto: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/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](mailto: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](http://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 <b>11.03.24 (V1.4)</b> 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.	

_____	_____	_____
<b>Name of Participant</b>	<b>Date</b>	<b>Signature</b>
_____	_____	_____
<b>Name of Researcher</b>	<b>Date</b>	<b>Signature</b>

## Appendix G: Student information 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](mailto: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](http://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: Student 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: Gatekeeper Letter

### 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](mailto: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](mailto: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](mailto:SchoolsResearch@cardiff.ac.uk) or you can speak to Jon Ablitt, the researcher who will be leading observations directly at [ablittj@cardiff.ac.uk](mailto:ablittj@cardiff.ac.uk). We can also arrange to discuss via Teams if this is preferred.



## Appendix J: Police in schools activities by police force (Scoping and Mapping)

[illegible]

## **Appendix K: Recruitment information sheet – info for police**

### **Police in Corridors Trial – Info for Police**

Hello, and thank you for your interest in this exciting research study! This letter gives a quick overview of the research project being undertaken by King's College London and Cardiff University, in collaboration with the National Police Chiefs Council. The study is funded by the Youth Endowment Fund.

#### **What is this project about?**

As you know, Safer School Partnerships (SSPs) 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 students after an offence, sharing intelligence (e.g. with school SLTS, community officers), and acting as a resource on the law for students and staff. This study aims to assess the impact of police in schools in terms of these day-to-day contributions, which we are referring to as Police in Corridors (PiCo for short).

The ultimate goal is to understand how and to what extent school-based police activities impact risk-taking behaviour and offending among young people, as well as impacts on other measures such as improving confidence in the police and feelings of safety in school. By participating in this important study, you will be making a crucial contribution to understanding of what works in Safer Schools Partnerships.

#### **What are the benefits of taking part?**

We're looking for schools with SSPs with the London Metropolitan Police to take part in this initial pilot. All schools will:

- Take part in both qualitative and quantitative research, through focus groups, interviews, and surveys with school staff and leadership, schools officers and sergeants, and young people themselves
- Get access to school-level data analysis, looking at the impact of SSP activities on youth risk-taking behaviour as well as capturing student and staff voice
- Contribute to a ground-breaking, innovative study which will inform national policing practice
- In addition to the above, King's College London would be happy to offer additional programming for your school as a thank-you for participating. This could be in the form of an assembly on conducting policy research, etc.

#### **What will you need to do?**

The study is designed as a Randomised Control Trial (RCT) with a withholding treatment. This means that among the 10 schools, five will randomly be chosen to keep their schools officer (the business-as-usual, or control), and five will temporarily be without their schools officers (the treatment). The period of withholding will be determined in partnership with schools and police with

the aim to complete the study before the end of this school year, and during this time, schools will have a mutually-agreed upon plan for managing without their schools officer during this time.

In addition, you will be involved in the following activities:

- Support the recruitment of schools (the evaluation team will be on hand to support onboarding of schools). We have provided a quick primer on the project for schools, which you should feel free to modify as you need.
- Be available for interviews and focus groups with other schools officers
- Allow occasional researcher observations of day-to-day PiCo activities in schools

### **How will you be supported?**

The evaluation team from King's and Cardiff will be available throughout the study to provide support with communication and collaboration with schools. Further, the Metropolitan Police has committed to supporting the rollout of the study and will be supporting throughout.

### **Incident guidelines if chosen for treatment group**

Schools will be given guidance on how to deal with an incident in the absence of the Schools Officer.

The Schools Officer may attend the school to investigate existing crimes or new crimes where they have been directed to deal, however, they will not be able to engage in the usual practices while in attendance at the school.

During the period, the Schools Officer is expected to carry on with their work in their other schools and can carry out additional schools related work depending on their work capacity, ie. Develop a school age robbery hotspot plan, etc.

### **Questions?**

Reach out to Julia Ellingwood, research associate at King's College London and member of the evaluation team at [julia.ellingwood@kcl.ac.uk](mailto:julia.ellingwood@kcl.ac.uk)

You can also reach X X at [X.X@met.police.uk](mailto:X.X@met.police.uk) with questions.

## Appendix L: Recruitment slides example – schools

Slide 1



Slide 2

### What is this study about?

- In several places around the UK (including Hounslow and across London), police officers are deployed into schools
- There are substantial differences between forces and stakeholders about the merits of various approaches to having police in schools
- In addition, staffing school officers is costly, and we have seen officers withdrawn from schools during challenging times financially and operationally
- We have partnered with the Met Police because we want to understand the impact of Safer Schools Partnerships, so that informed decisions can be taken.

Click to add footnotes

Slide 3

## Trial Details

### Quantitative

- Randomised Controlled Trial (RCT) across several schools, for a period of a few months this school year
- Randomisation will be done at the School Officer level: half of their schools will be randomly chosen to temporarily receive more attention from their officer, while the other half will receive less.
- Looking at the impact on youth risk-taking behaviour, as well as young people's trust and confidence in police

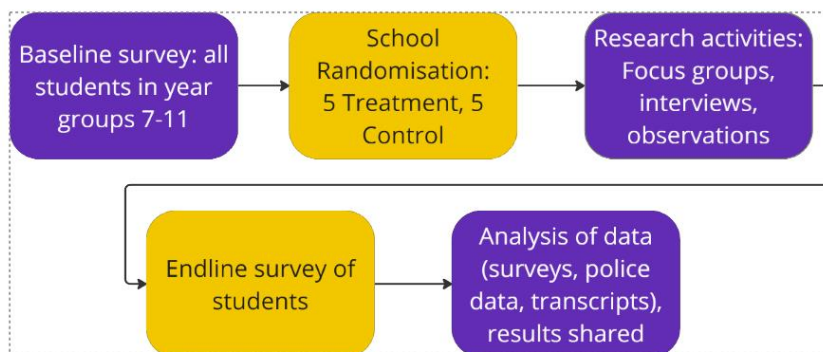
### Qualitative

- Surveys, focus groups, interviews with police, school leadership, teachers, and young people.
- Understand how Police in Schools currently works and stakeholders' aspirations for the future

Click to add footnotes

Slide 4

## Research Activities



Click to add footnotes

Slide 5

## Safeguarding

### Safeguarding Procedures:

- All researchers will be trained in how to ensure the safeguarding of students and staff. We will also follow any safeguarding procedures you already have in place at your school.
- All data collected by the project will be treated confidentially and securely, according to UK GDPR. Data Sharing Agreements will be shared and agreed upon with all schools prior to any data collection.

Click to add footnotes

Slide 6

## Benefits of Taking Part

- **Opportunity for additional services and programming:** In addition to having a chance of additional inputs from your assigned officer this school year, ALL schools who take part will be offered additional programming from King's College London
- **Data and evidence:** Gain access to school-level data analysis and student voice testimony, which can feed into continuous improvement and Ofsted reports/action plans, and make the case for continuing with SSOs in the future
- **Add your voice, make a wider impact:** Help refine Safer Schools Partnerships services by empowering students and staff to share their thoughts and aspirations. This is an opportunity to directly inform future policing practice within London and at the national level.

• Click to add footnotes

Slide 7

## Questions and what now?

Interested in taking part? **Email us by 22 March** with an initial expression of interest:

Julia Ellingwood – [julia.ellingwood@kcl.ac.uk](mailto:julia.ellingwood@kcl.ac.uk)

Izzy Harrop – [isobel.harrop@kcl.ac.uk](mailto:isobel.harrop@kcl.ac.uk)

More information can be found at [bit.ly/policeincorridors](https://bit.ly/policeincorridors) or by scanning the QR code:



**Connect with us**

🐦 [@policyatkins](https://twitter.com/policyatkins) 🌐 [www.kcl.ac.uk/sspp/policy-institute](http://www.kcl.ac.uk/sspp/policy-institute)

## **Appendix M: 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 N: 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 students after an offence, sharing intelligence (e.g. with school SLTS, community officers), and acting as a resource on the law for students 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
  - 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
  - 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

- 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](mailto: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](mailto:kate.bancroft@kcl.ac.uk)) or Isobel Harrop ([Isobel.harrop@kcl.ac.uk](mailto:Isobel.harrop@kcl.ac.uk)).

# Police in Classrooms Pilot IPE: School Staff Survey

## Survey Flow

Standard: Welcome! (3 Questions)  
Block: Default Question Block (9 Questions)  
Standard: PSHE lessons (3 Questions)  
Standard: Attitudes (14 Questions)

Page Break

Start of Block: Welcome!

**Welcome to the Police in Classrooms school staff 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](mailto:SchoolsResearch@cardiff.ac.uk)

**Why have I been asked to take part?** We are hoping to find out more about your school and the lessons that police have delivered as part of the Police in Classrooms Pilot. As a key representative of your school you are being asked to take part in the survey. Your 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 your school and give information on student numbers - by year group, ethnicity and free school meal eligibility. This is so that we can compare different schools in our study. We will also ask you to give details of the lessons you have received from School Police Officers and how many students received these lessons. Please do have this information to hand before commencing the survey. We will also ask for your opinions on the delivery of lessons by police in your school. Data collected in this survey will be treated as confidential and we will not publish the names of schools taking part. 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. Please feel free to contact the research team at [SchoolsResearch@cardiff.ac.uk](mailto:SchoolsResearch@cardiff.ac.uk) if you have any questions about this survey.

---

Click to write the question text

---

Consent: I have read and understood the Police in Schools Information Sheet and agree to take part in this survey.

☐ Yes (4)

End of Block: Welcome!

---

Start of Block: Default Question Block

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 Q8 = 1*

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)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knife Crime lesson 2: Knives and the law (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knife Crime lesson 3: Speaking out, seeking help (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal Safety lesson 1: Safe Communities (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal Safety lesson 2: Personal Safety (5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal Safety lesson 3: Growing independence (6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drugs and the Law lesson 1: Exploring attitudes (7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Drugs and the Law lesson 2: Drugs and the law (8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drugs and the Law lesson 3: Managing influence (9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Violence Prevention lesson 1: How does violence arise (10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Violence Prevention lesson 2: Violence and the law (11)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Violence Prevention lesson 3: Conflict management and reconciliation (12)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knife Crime lesson 2: Knives and the law (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knife Crime lesson 3:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Speaking out, seeking help (3)								
Personal Safety lesson 1: Safe Communities (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal Safety lesson 2: Personal Safety (5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal Safety lesson 3: Growing independence (6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drugs and the Law lesson 1: Exploring attitudes (7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drugs and the Law lesson 2: Drugs and the law (8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drugs and the Law lesson 3: Managing influence (9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Violence Prevention lesson 1: How does violence arise (10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Violence  
Prevention  
lesson 3:  
Conflict  
manageme  
nt and  
reconciliati  
on (12)

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

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

- o Coercive social groups (1) \_\_\_\_\_
- o Knives and the law (2) \_\_\_\_\_
- o Speaking out, seeking help (3) \_\_\_\_\_
- o Safe Communities (4) \_\_\_\_\_
- o Personal Safety (5) \_\_\_\_\_
- o Growing independence (6) \_\_\_\_\_
- o Exploring attitudes (7) \_\_\_\_\_
- o Drugs and the law (8) \_\_\_\_\_
- o Managing influence (9) \_\_\_\_\_
- o How does violence arise (10) \_\_\_\_\_
- o Violence and the law (11) \_\_\_\_\_
- o 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 Q16 = 1*

*Or Q16 = 3*

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

---

---

---

---

---

---

Display This Question:

If Q10 [ 2 ] (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 Q10 [ 2 ] (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 Q19 = 1

Or Q19 = 3

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:

- o Name (1) \_\_\_\_\_
- o Role at school (2) \_\_\_\_\_
- o Email address (3) \_\_\_\_\_

End of Block: Attitudes

---

## Appendix P: Police IPE Survey

# Police in Classrooms Pilot IPE: Police Survey

## Survey Flow

Standard: Welcome! Police survey (3 Questions)

Block: About You (8 Questions)

Standard: Training (3 Questions)

Standard: Your school(s) (24 Questions)

Page Break

---

---

Start of Block: Welcome! Police survey

**Welcome to the 'Police in Classrooms' survey for police officers** 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](mailto:SchoolsResearch@cardiff.ac.uk) **Why have I been asked to take part?** You are being asked to take part in this survey as you have delivered PSHE lessons in secondary schools this year as part of the 'Police in Corridors' pilot. We are hoping to find out more about you, your training and your opinions on your role in secondary school(s). Your 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 20 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 give information about your role and training, the lessons you have delivered, then name your school(s) and give your opinions on aspects of your role. Please do 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 schools involved. 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. Please feel free to contact the research team at [SchoolsResearch@cardiff.ac.uk](mailto:SchoolsResearch@cardiff.ac.uk) if you have any questions about this survey.

---

Click to write the question text

---

Consent: I have read and understood the Police in Schools Information Sheet and agree to take part in this survey.

- ☐ Yes (4)

End of Block: Welcome! Police survey

---

Start of Block: About You

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)

- o PCSO (4)
- o 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)

Page Break

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)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knife Crime lesson 2: Knives and the law (7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knife Crime lesson 3: Speaking out, seeking help (8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal Safety lesson 1:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Safe Communiti es (10)								
Personal Safety lesson 2: Personal Safety (11)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal Safety lesson 3: Growing independen ce (12)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drugs and the Law lesson 1: Exploring attitudes (14)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drugs and the Law lesson 2: Drugs and the law (15)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drugs and the Law lesson 3: Managing influence (16)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Violence Prevention lesson 1: How does violence arise (18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Violence Prevention lesson 2: Violence and the law (19)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Violence  
Prevention  
lesson 3:  
Conflict  
manageme  
nt and  
reconciliati  
on (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 Q22 = 2

Page Break

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

Q23a Presentations / teaching (*please select all that apply*)

- ☐ 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:

- o Name (1) \_\_\_\_\_
- o Role title (2) \_\_\_\_\_
- o Email address (3) \_\_\_\_\_

End of Block: Your school(s)

---



## **Appendix Q: Police work return (excel file)**

Sheet 1

### **Thanks for taking part in the the Police in Schools Project!**

London and the Children's Social Care Research and Development Centre (CASCADE) at Cardiff University

You can find a summary of the research on the CASCADE website:

<https://cascadewales.org/research/police-in-schools/>

<https://youthendowmentfund.org.uk/funding/who-we-fund/national-police-chiefs-council-2/>

[SchoolsResearch@Cardiff.ac.uk](mailto:SchoolsResearch@Cardiff.ac.uk)

Sheet 2, pg 1

[ENTER DATE]

	Number of hours	Number of students	Year group(s) (e.g. Year 7)	Number by gender (male, female, trans, other, unknown)
<b>Police Presence</b>				
<input type="checkbox"/> <b>Acting as visible presence:</b>				
<input type="checkbox"/> in the school corridors / reception area			NA	NA
<input type="checkbox"/> in the school in common areas (e.g. library, dining hall etc)			NA	NA
<input type="checkbox"/> at school boundary / gates etc.			NA	NA
<input type="checkbox"/> <b>Conducting school grounds / area patrols</b>			NA	NA
<input type="checkbox"/> <b>Supervising break / lunch time recreation</b>				NA
<b>Work with school staff</b>				
<input type="checkbox"/> <b>Working with teachers and school staff to identify and support pupils at risk of:</b>				
<input type="checkbox"/> being involved in crime				
<input type="checkbox"/> being a victim of crime				
<input type="checkbox"/> exploitation				
<input type="checkbox"/> radicalisation				
<input type="checkbox"/> social exclusion				
<input type="checkbox"/> <b>Attending school staff meetings</b>		NA	NA	NA
<input type="checkbox"/> <b>Sharing information with school staff to assist in:</b>				
<input type="checkbox"/> safeguarding				
<input type="checkbox"/> preventing offending				
<input type="checkbox"/> intelligence gathering				
<input type="checkbox"/> <b>Gathering information from school staff to assist in:</b>				
<input type="checkbox"/> safeguarding				
<input type="checkbox"/> preventing offending				
<input type="checkbox"/> intelligence gathering				
<b>Working with other agencies</b>				
<input type="checkbox"/> <b>Identifying opportunities for inter-agency working</b>				
<input type="checkbox"/> <b>Attending multi-agency safeguarding meetings</b>				
<input type="checkbox"/> <b>Working with Youth Justice Team to identify / address needs relating to offending</b>				
<input type="checkbox"/> <b>Sign-posting schools and young people to other services</b>				
<b>Relationship building</b>				
<input type="checkbox"/> <b>General relationship building with:</b>				
<input type="checkbox"/> school staff		NA	NA	NA
<input type="checkbox"/> pupils				
<input type="checkbox"/> families				
<input type="checkbox"/> other members of the community		NA	NA	NA
<input type="checkbox"/> <b>Conducting restorative justice and mediation interventions</b>				
<input type="checkbox"/> <b>Conducting targeted group educational interventions / workshops</b>				
<input type="checkbox"/> <b>Providing adhoc safety advice / promoting awareness</b>				
<input type="checkbox"/> <b>Attending school events e.g. open days, school dances, shows, fetes, clubs and extra-curricular activities etc.</b>				

Reporting, responding and investigating				
<input type="checkbox"/> Reporting and recording crimes				
<input type="checkbox"/> Responding to specific incidents / unplanned events:				
<input type="checkbox"/> that happen at school				
<input type="checkbox"/> that happen outside of school (but involve school pupils)				
<input type="checkbox"/> Conducting searches of students				
<input type="checkbox"/> Investigating school absences				
<input type="checkbox"/> Missing child investigations				
<input type="checkbox"/> After care/ safe and well checks when missing children return				
<input type="checkbox"/> Weapon Sweeps	hours: # weapons:	NA	NA	NA
<input type="checkbox"/> Screen Arch Ops				
<input type="checkbox"/> Operation Encompass				

Police in Schools Project  
SchoolsResearch@cardiff.ac.uk

[illegible]

Police in Schools Project  
SchoolsResearch@cardiff.ac.uk

[illegible]