



SAFER SCHOOL PARTNERSHIPS

Police Officer Handbook v.1.63

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Glossary

AP	Alternative Provision	OCU	Operational Command Unit
ASB	Anti-Social Behaviour	OFSTED	Office for Standards in Education
BCU	Basic Command Unit	PC	Police Constable
BOCU	Borough Operational Command Unit	POP	Problem-Orientated Policing
C&YP	Children and Young People	PRU	Pupil Referral Unit
CLA	Citizen-Led Approach	PS	Police Sergeant
CLP	Citizen-Led Policing	PSED	Public Sector Equality Duty
CoP	College of Policing	PSHE	Personal Social and Health Education
COP	Community-Orientated Policing	SEN	Special Educational Needs
CVGS	Children & Vulnerable Group Supervision (vetting)	SME	Subject Matter Expert
DfE	Department for Education	SNT	Safer Neighbourhood Team
DfES	Department for Education and Skills	SPOC	Single Point of Contact
DSA	Data Sharing Agreement	SRO	School Resource Officer
DWO	Dedicated Ward Officer	SSO	Safer Schools Officer
ERT	Emergency Response Team	SSP	Safer School Partnership
FAP	Fair Access Panel	STT	Safer Transport Team
HT	Head Teacher	TfL	Transport for London
HVP	High Visibility Policing	TP	Territorial Policing
ILP	Intelligence-Led Policing	TPA	Tactical Policy Advisor
INSP	Inspector	TRB	Total Resource Budget
ISA	Information Sharing Agreement	VPC	Volunteer Police Cadets
MOPAC	Mayors Officer for Police and Crime	YJB	Youth Justice Board
MPS	Metropolitan Police Service	YOS	Youth Offending Service
NPCC	National Police Chiefs Council	YOT	Youth Offending Team

1 Overview

1.1 Introduction

This handbook provides essential information and is a practical guide to police officers and police supervisors working within Safer School Partnerships (SSPs). It contains Policy and Procedures, designed to assist police officers understand the principles of Safer Schools Partnerships (SSPs) and homogenise good practice for mainstream use across London within the Metropolitan Police Service (MPS).

All of the information contained herein has regard for the Public Sector Equality Duty (PSED), adheres to the College of Policing (CoP) Code of Ethics 2014 and supports the following strategic plans:

- * MPS Children & Young People Strategic Plan 2017-2021
- * NPCC National Strategy for Children & Young People 2015
- * MOPAC Police & Crime Plan 2017-2021
- * The London Knife Crime Strategy 2017
- * NPCC Policing Vision 2025
- * Working together to safeguard children (Statutory guidance on inter-agency working to safeguard and promote the welfare of children)

RELEVANT LINKS

Public Sector Equality Duty

<https://www.citizensadvice.org.uk/law-and-courts/discrimination/public-sector-equality-duty/what-s-the-public-sector-equality-duty/>

MPS Children & Young People Strategic Plan 2017-2021

NPCC National Strategy for Children & Young People 2015

<https://www.npcc.police.uk/documents/edhr/2015/CYP%20Strategy%202015%202017%20August%202015.pdf>

MOPAC Police & Crime Plan 2017-2021

<https://www.london.gov.uk/mopac-publications/police-and-crime-plan-2017-2021>

The London Knife Crime Strategy 2017

https://www.london.gov.uk/sites/default/files/mopac_knife_crime_strategy_june_2017.pdf

NPCC Policing Vision 2025

<https://www.npcc.police.uk/documents/Policing%20Vision.pdf>

Working together to safeguard children (Statutory guidance on inter-agency working to safeguard and promote the welfare of children)

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>







1.2 The MPS offer to schools in London

All schools will be offered a named contact - *MOPAC Police & Crime Plan 2017-2021 (p30) and the MPS Children & Young People Strategic Plan (3.1)*.

Schools include:

- * Primary schools,
- * Secondary schools,
- * Special Education Needs (SEN),
- * Pupils Referral Units (PRU),
- * other Alternative Provision (AP),
- * Colleges and Universities.

There are not enough SSOs in the MPS to form a SSP with every school in London. Hence, it is important to manage expectations. Having a named contact is not the same as being in a Safer School Partnership; this requires a signed SSP protocol and Data Sharing Agreement so that everybody understands the aims of a SSP, their responsibilities within a SSP and clear line management and accountability arrangements are agreed.

SAFER SCHOOL PARTNERSHIP	NAMED OFFICER	DECLINED
 Has a named contact	 Has a named contact	 Offered a named contact and declined*
 DSA signed	 Willing to engage with police	
 Protocol signed		

* Schools that decline a named contact must be brought to the attention of the BCU SLT lead and Central Youth Strategy, Engagement & Schools team.

Note: DWO engagement with schools within a ward will continue as normal.

1.3 History of SSPs in the MPS

1980's

- Poor discipline and unruly pupil behaviour within schools became a prominent public and political issue in England and Wales. The Professional Association of Teachers asked the Prime Minister to set up a committee of enquiry to look at discipline in schools.

1987

- Lord Elton was appointed to Chair the enquiry. Over the next few years concerns continued to be raised about the impact of disruptive behaviour in schools on levels of academic achievement and a number of rare incidents attracted considerable media attention.

1995

- The murder of Philip Lawrence, head teacher of a London comprehensive school, by a 15 year old pupil from a nearby school. The subsequent debate focused, among other things, on the need to provide better security in and around schools which ultimately led to the deployment of police officers within schools.

2002

- Under a joint initiative between the Department for Education and Skills (DfES), the Youth Justice Board (YJB) and the Association of Chief Police Officers (ACPO) a pilot of the Safer School Partnership (SSP) programme was launched to provide a new policing model for schools. 100 police officers were deployed in 10 boroughs that had a high rate of youth offending, truancy and ASB. It provided a focused approach to address the high level of crime and anti-social behaviour committed, both by and against children and young people, in and around schools in some areas.

2009

- Safer Schools Officers are established in every London borough.

2012

- PCSOs are withdrawn from Safer Schools teams in order to match Police officer resource to demand. Subsequently, the number of Safer Schools Officers is increased by 70 to coincide with the implementation of a new Local Policing Model.

2015

- Safer Schools Officers begin running Junior Cadet units in schools and assisting at Senior Cadet units to integrate all youth based policing into one local team per borough.

2018

- As part of a new Basic Command Unit policing model, investment in youth based policing is doubled with plans to increase to 600 youth officers (Safer Schools Officers, Volunteer Police Cadet coordinators and Youth Engagement Officers).

2 Safer School Partnerships (SSP)?

2.1 What is a SSP?

A SSP is a formal agreement between a school and the police to work together in order to keep young people safe, reduce crime and the fear of crime in schools and their communities. The underlying assumption is that by reducing bullying, truancy and exclusions from school, SSPs will impact indirectly on offending and antisocial behaviour.

An SSP is a positive way for the police and all schools to demonstrate their commitment to promoting a safe environment to learn and prevent crime. This will involve a police Safer Schools Officer regularly working at a school or across a number of schools on a full time or part time basis.

2.2 The Aims of a SSP



2.2.1 Provide positive engagement

Provide positive engagement to build trust and confidence between the school community (Young people, school staff and parents) and the police.

In practical terms, this means building and developing a good working relationship between the police and school community. This takes time, therefore a flexible approach is needed. However, the following is essential:

- ★ Good communication between the police and school staff to manage expectations and understanding the different working cultures and practices.
- ★ The SSO should be an integral part of the school team.
- ★ The SSO regularly being available on the school site to provide professional advice, to pupils, parents and staff.

Success can be measured through the following outcomes:

- ★ Police presence on school premises allows young people to become comfortable and familiar with police, and to build up trust.

- * Pupils have more confidence in how to get help if they need it.
- * Early on in a partnership, crime and safeguarding reporting will increase.

2.2.2 Improve safety and enhance safeguarding

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

Safer School Partnerships:

- * help keep pupils safe,
- * reduce the risk of young people getting drawn into crime or antisocial or extremist behaviour,
- * improve the safety of the school site and surrounding area,
- * build positive relationships between pupils and the police,
- * promote shared values and
- * improve community relations generally within the school and wider community.

Pupils who engage in anti-social behaviour or crime can be dealt with quickly and appropriately to prevent unnecessary criminalisation, and pupils who feel threatened by such behaviour or crime can be supported. However, where behaviour fails to improve, or the behaviour is very serious then tougher enforcement measures may need to be used.

An SSP is a positive way for all schools to demonstrate their commitment to promoting a safe climate of learning and to preventing crime. Success can be measured through the following outcomes:

- * All pupils reporting feeling safer because there are positive relationships between police, partners, and pupils.
- * Reduced pupil or staff concern about hotspots on school site, hotspots after school and areas around the school.

2.2.3 Develop prevention strategies

In developing prevention strategies to help young people deal with risk and support victims of crime, it is essential:

- * To establishing links to other local agencies engaged in the protection, safeguarding and wellbeing of young people which might include local authority child protection teams, Education welfare officers and attendance officers, children's health services, child and adolescent mental health services (CAMHS), youth offending teams and other youth services, local fire service and local voluntary and community groups.
- * Schools contribute to wider crime prevention objectives and police support schools as part of overall neighbourhood policing work.
- * A systematic evaluation of the SSP is conducted, which looks at what works and what can be improved.

Success can be measured through the following outcomes:

- * Pupils most at risk of causing harm are challenged or supported through early intervention services tackling issues of behaviour, attendance and/or mental health.
- * Pupils are more aware of risk factors to becoming victims and are more confident in how to avoid victimisation.

- * Pupils feel safer and more secure at school.
- * Pupils who become victims have support and advice on how to deal with it.
- * Reduced pupil or staff concern about hotspots on school site, school travel and school neighbourhood.

2.2.4 Early intervention and diversion

In delivering early intervention and diversion, promoting positive pathways for young people, it is essential strategies are implemented to support challenging or vulnerable young people;

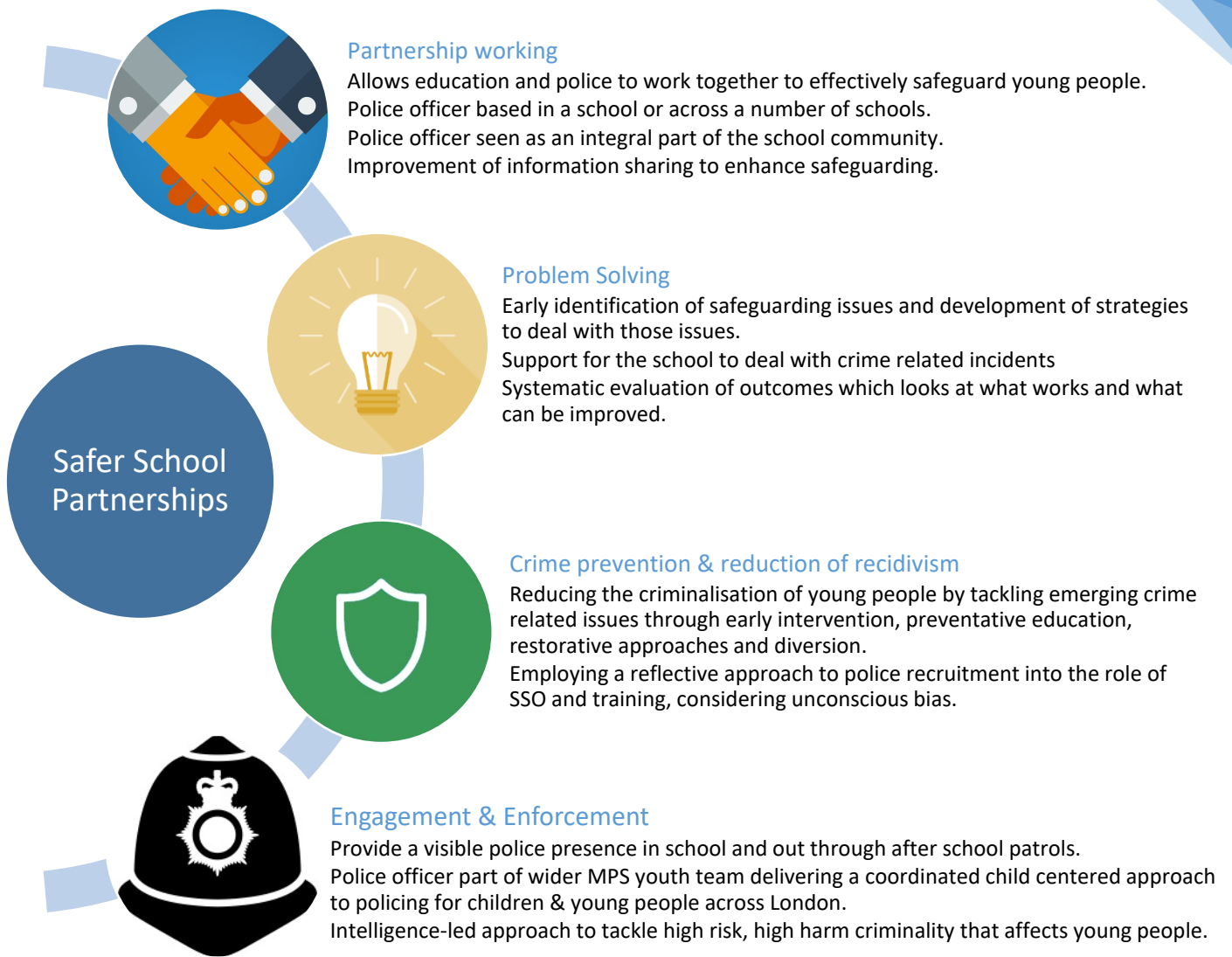
Success can be measured through the following outcomes:

- * Referrals in to local/national intervention and diversion schemes.
- * Referrals to MPS units such as YOT, Gangs and Prevent.
- * Referrals into the VPC.

Positive interventions for any form of ASB must be recorded on the ASB EIS on Airspace. See '[3.1.16 Prevention and Early Intervention](#)' for more information.

2.3 Characteristics of a SSP

The SSP model allows for flexibility in its approach and implementation. Each school or cluster of schools may want to develop an SSP that best reflects its needs and circumstances. However, all will share a similar framework and aims, with the same outcomes of keeping young people safe and preventing crime.



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

- * bullying of particular groups and associated issues of race, religion, disability, sexual orientation and gender identity for example;
- * weapons;
- * Early identification and support for pupils vulnerable to the messages of violent extremism.
- * gang culture and group offending;
- * drugs and alcohol misuse;
- * when challenging pupils move between schools (for example as a result of a managed move or transfer following exclusion from one school);
- * raising pupils' awareness of specific crime issues, such as tackling financial fraud;
- * working with other agencies on issues of local concern, such as safeguarding, domestic violence or sexual exploitation.
- * SSOs can also contribute towards Personal Social and Health Education (PSHE) and citizenship education.

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

3 SSP roles & responsibilities

3.1 Safer Schools Officer (SSO)

A Safer Schools Officer (SSO) is a Police Officer that regularly working at a school or across a number of schools on a full time or part time basis. The following are profiles of the roles that are carried out by a SSO.

3.1.1 SSO core role profile

The role of a SSO in secondary schools is to:

- * Provide a **visible** and **familiar point of contact** with assigned school(s).
- * **Advise** Head Teacher(s) and their staff on policing issues and work in partnership to investigate crime and deal with emerging issues.
- * Participate in multi-agency case **conferences** for students coming to notice.
- * Make pupil **referrals** to intervention and diversion schemes for the purpose of safeguarding the child's welfare and/or diverting them from criminal activity/ASB.
- * Gather and **share information/intelligence** in relation to pupil behaviour linked to crime or ASB, or for safeguarding in accordance with data sharing agreements.
- * Perform regular uniform **patrols** after school(s) to address, truancy, ASB and crime, working with STTs and SNTs as required.
- * Perform **weapons sweeps** of identified 'hotspots' within and outside the school boundaries.
- * Develop strategies to **keep young people safe**, in partnership with the school.
- * **Deliver MPS key messages** to pupils around general policing themes of crime prevention and facilitate delivery on more specialist themes.
- * Assist with the running of **Senior VPC** evenings, and/or run a **Junior VPC** unit.

GOOD PRACTICE

The majority of SSOs will work in Secondary schools (including PRUs and AP)

There may be a small team of SSOs delivering early intervention and engagement in Primary schools.

SSOs may be dedicated, or a point of contact for Colleges and Universities dependant on need.

A SSO may be dedicated to one 'priority' school if required.

A SSO may be assigned a 'priority' school and one or two 'non-priority' schools. Ideally, this would be several schools in close proximity.

A SSO may be assigned several non-priority schools in close proximity.

A SSO may share a 'priority' school with another SSO (buddy system) and be assigned several 'non-priority' schools to allow greater coverage.

3.1.2 Knowledge development

It is important to recognise the different working culture, policies and procedures within a school environment.

Sign up to MOPAC's termly newsletter for schools to be kept up to date with all the latest news, opportunities, resources and events for London teachers, pupils and schools.

RATIONALE

MOPAC's termly newsletter for schools

<https://www.london.gov.uk/what-we-do/education-and-youth/improving-standards-schools-and-teaching/sign-termly-newsletter-schools>

3.1.3 Pupil Referral Units/Alternative Providers SSO

While the work with PRU/AP provision is clearly key, note that not all PRUs are for pupils who have been excluded or whose behaviour is risky. Some PRUs cater for those who are very sick, teenage mothers, those at risk of CSE, those with eating disorders and so on. In these cases, the role of the SSO may be different.

The role of a SSO in a PRU or AP carries the following additional profile:

- * Regularly **liaise with YOT officers** regarding children and young people in assigned PRU who have entered into the criminal justice system to develop strategies to help prevent offending and reduce re-offending.

3.1.4 Primary schools SSO

A primary school SSO engages with staff and pupils in primary schools. The role is primarily engagement driven, therefore carries an additional profile:

- * Deliver key preventative messages on key policing themes to keep young people safe in their transition to secondary school.
- * Work with Primary schools to identify and provide **early intervention and diversion** to those at risk.
- * Provide **educational inputs** at key times utilising the preventative education plan.
- * Arrange **Junior Citizen Scheme** events across the BCU to provide early intervention to year 5/6 pupils.
- * Regularly **liaise with local agencies**, including the London Fire Brigade (LFB) and the London Ambulance Service (LAS) to coordinate and facilitate effective delivery of messages.

3.1.5 Special Educational Needs schools SPOC

The role of a SSO working with SEN schools carries the following additional profile:

- * Meet regularly with SEN school senior leadership team to ensure **problems are identified and tackled** at the source.
- * Work with partners to develop effective plans to **solve problems**.

3.1.6 College/University SPOC

The role of a SSO working with Colleges/Universities carries the following additional profile:

- * Meet regularly with College senior leadership teams to ensure **problems are identified and tackled** at the source.

3.1.7 SSO Supervision

As a member of the MPS, the SSO remains under the direct control of their designated police supervisor / line manager who will have responsibility for daily supervision, support, welfare, appraisals and development. However, feedback will be sought from the Head Teacher and/or the appointed school single point of contact (SPOC), in order to ensure that the activities undertaken by the SSO is consistent with agreed objectives.

In addition to the daily supervision of the SSO the police supervisor will arrange meetings with the school nominated SPOC to plan future delivery, in line with policing objectives and the needs of the school, whilst monitoring and reviewing current performance.

3.1.8 Vetting

The SSO will be vetted to Children and Vulnerable Group Supervision (CVGS) level - formerly Youth Supervision – and will be reviewed every three years.

3.1.9 Working hours and abstractions

As part of the role, the SSO will be available Monday to Friday during term time. However, the SSO's working hours will vary to meet the needs of the school and/or police operational requirements.

A 9 hour shift pattern is recommended; working some late shifts to cover VPC meetings and some weekends to cover VPC camps. The 9 hour shift allows full coverage of a school day during term time, giving SSOs some of the school holidays off with the added option to take their annual leave during the school holidays too. There is also an expectation of some flexibility to deal with issues such as early morning robberies or for specific engagement at activities like breakfast club.

It is worth noting that the peak times for crime are 1500-1700, with a sharp decline after 1700 so after school coverage at peak times of the year (mainly end of terms) also need to be considered. See '[3.3.2 Crime patterns and seasonal trends](#)' for more information.

The SSO will notify the school of their arrival and departure from the school premises, in order to ensure the school's compliance under Health and Safety regulations and fulfilment of responsibilities towards Officer Safety.

A SSO may share a 'priority' school with another SSO (utilising a 'buddy' system) and be assigned several 'non-priority' schools to allow greater coverage. Where the SSO has responsibility for several schools the SSO may only be available on a needs basis.

Where the SSO is dedicated to one school, the school will be notified of any activity conducted by the SSO away from the school (periods of annual leave, officer safety training, MPS training days, police operational requirements, etc.) authorised by their police supervisor / line manager.

The SSO must not be contacted by their school outside their working hours or during notified periods of leave. During these periods all communication should go through the Safer Schools Supervisor.

In the absence of the SSO, another should provide coverage utilising the 'buddy' system. This coverage will be on a needs basis only.

3.1.10 Uniform and officer safety equipment

The SSO will wear police uniform whilst deployed to schools activities, to enable them to perform their role effectively in support of the school community.

However, under circumstances where it is not practicable or desirable to wear uniform the SSO's police supervisor / line manager may authorise plain clothes to be worn.

In accordance with MPS policy surrounding Health and Safety, all SSOs are required to wear their Personal Protective Equipment (Radio, Body Worn Video, Met vest, PAVA spray, baton and quick cuffs) at all times whilst on patrol. In plain clothes this will be worn covertly using a covert harness.

3.1.11 Body Worn Video (BWV)

Body worn video cameras are part of a police officer's Personal Protective Equipment.

Showing non-redacted BWV footage to third parties outside of the criminal justice system is a breach of the data rights of the person(s) captured on that footage (disclosing their personal and sensitive personal data) and would leave the MPS open to litigation for breach of the first, second and sixth principles of the Data Protection Act and article eight of the European Court of Human Rights.

However, one of the exemptions (subject to the provision of suitable safeguards) is to do with schools, colleges or universities.

Under these exemptions SSOs can show the footage if they have:

- * A Safer School Partnership protocol is in place, and
- * A specific Data Sharing Agreement in place, and
- * A privacy Impact Assessment (PIA) in place, and
- * Each person viewing the footage has signed a confidentiality agreement.

Once the above is in place, a member of school staff (usually the SPOC) must be nominated to view video footage. There may be more than one member of school staff.

Where BWV is not accessible via a MPS tablet/Laptop, the nominated member of school staff can only view footage at a police station.

See the Showing BWV flow chart for further guidance.

3.1.12 Crime recording

The SSO MUST record all incidents of crime that are reported to them under the Home Office counting rules for recorded crime. They should work in partnership with the school to find the right outcomes for the individuals involved.

RELEVANT LEGISLATION

Home Office Counting Rules for recorded crime:

<https://www.gov.uk/government/publications/counting-rules-for-recorded-crime>

3.1.13 Lawful Powers

The SSO will NOT undertake any task asked of them by the school for which there is no police power, eg. The SSO cannot be authorised by a Head Teacher to conduct a search for tobacco under Section 550ZA of the Education Act 1996 because there is no corresponding police power to conduct such a search.

The SSO will assist school staff exercising their legislative powers to ensure safety.

In emergencies, where immediate action is needed, where there is threat to staff / students / the community then contact must be made by calling 999.

In cases of non-emergency, the school must contact the Safer Schools Officer or call the non-emergency number 101.

For more comprehensive guidance on legislative powers relevant to school staff and police officers working in schools, see '[Safer School Partnership Legislation Guide](#)'.

3.1.14 Behaviour and altercations

The SSO will show support for the school behaviour policy, however, will not intervene in altercations between pupils where a member of staff is available to do so, unless the officer believes there is a possibility of injury to a person or damage to property.

The SSO will give assistance to any member of staff exercising their legal powers, who requests it.

RATIONALE

Police officers have a duty to report and justify their actions, therefore involvement in all incidents may:

- * Needlessly criminalise young people
- * Take the SSO away from the school for extended periods
- * Undermine the authority of school staff

Concern has been expressed by some Head Teachers that their staff may otherwise become deskilled in dealing with incidents of conflict between pupils.

Fair Access Panels

A Safer Schools Sergeant or a nominated SSO should attend Fair Access Panels (FAP) where possible. The strategic aims of police involvement are to:

- * Keep children and young people safe by identifying and presenting risks such as gang affiliation/tensions.

- * Reduce demand by improving pupil transitions from PRUs to mainstream schools.

3.1.15 Patrols

The SSO will NOT undertake playground duties in place of school staff at break times. School staff performing that task will only be assisted by the SSO where pupils are undertaking some form of criminality, and only if police assistance is required (eg. Drug dealing, possession of offensive weapons, serious violence, sexual harm, sexual harassment and abuse, etc.).

The SSO will perform after school patrols in partnership with school staff to ensure pupil safety and tackle Anti-social Behaviour.

See '[3.3.3 School Watch](#)' for more information.

Truancy patrols may be carried out at any time and must be intelligence-led.

Where the SSO has responsibility for several schools, after school patrols will be conducted where there is most need based on intelligence. Schools are encouraged to set up and run a 'School Watch' scheme to develop a bespoke approach to keeping young people safe in key areas at key times around school.

See '[3.3.2 Crime patterns and seasonal trends](#)' and '[3.3.3 School Watch](#)' for more information.

3.1.16 Prevention and Early Intervention

A large part of the role of a SSO is to prevent young people from committing crime in the first place or from re-offending. This can be achieved in a multitude of ways depending on the circumstances. The Safer Schools Activity Matrix is useful to guide officers in the right direction.

The following is an overview of areas that the SSO should focus on to effectively install preventative ideals into the minds of the school community.

- * Early intervention at Primary school (termly visits to local Primary schools)
- * Addressing emerging issues with a problem solving approach in partnership with the school
- * Delivery of presentations to pupils and awareness sessions to teachers and parents on issues relevant to the school
- * Involvement in diversion activities (VPC, Premier Kicks, Hitz, etc)
- * Active involvement in youth justice processes (Attending Triage meeting)
- * Working with the YOT to offer programmes to those on the cusp of offending or at risk
- * High visibility within the school environment
- * High visibility with school staff after school
- * Regular weapon sweeps

ASB Early Intervention Scheme (EIS)

The ASB EIS is a stepped approach for dealing with those involved in all forms of ASB, providing early intervention & diversion to nip it in the bud to prevent future criminal behaviour before taking a punitive approach.

Objectives:

- * Respond to offending behaviour and increase intelligence at the earliest opportunity
- * Provide Early Diversionary opportunities to offenders
- * Prevent future ASB
- * Prevent repeat offending
- * Minimise the impact of ASB on communities and victims
- * Reduce policing demand

All interventions must be entered on to the ASB EIS on Airspace to ensure a coordinated approach to tackling ASB. A toolkit is available to guide you through the process.

Presentations and yearly themes

Presentations should be delivered as a way to address a particular issue, or cover subjects relevant to policing issues. The order of which is determined by specific events throughout the year. For example, Cyber bullying and sexting would be relevant subjects to cover in February around the time of Safer Internet Day.

The yearly themes can be found within the 'Youth Engagement & Crime Prevention Plan'. It is a guide. Therefore, any issues that need to be addressed throughout the school year take priority.

Circumstances when the delivery of a presentation is needed:

- * To support the school with emerging issues (Weapons awareness
- * Crime prevention
- * PHSE – Criminal Justice
- * When there is a themed event or need (see the SSP Preventative education plan)

A teacher **must** be present to deal with discipline issues.

If an SSO lacks the expertise in a particular subject, you should consider facilitating more specialist subjects like drugs, sexual offences, etc.

Presenting incorrect information is an organisational risk and a risk to yourself.

3.1.17 Key Performance Indicators (KPIs)

Local	<p>Every school has a named contact</p> <p>SSOs are assigned to priority schools (reviewed regularly)</p> <p>Number of SSPs</p>
Tackling High Risk, High Harm offending	<p>Number of CRIMINTs</p> <p>Intelligence led targeted patrols at key times</p> <p>Number of weapon sweeps in and around schools</p> <p>Number of screening arch operations</p> <p>Number of knives and weapons found</p> <p>Number of Stop & Searches</p> <p>Increase referrals to diversion schemes</p> <p>Number of referrals to YOTs</p> <p>Number of referrals to diversion schemes</p> <p>Number of referrals to the gangs unit</p> <p>Number of restorative approaches in schools</p> <p>Number of targeted presentations in schools</p> <p>Facilitation of preventative projects in schools</p> <p>Number of targeted activities to tackle hate crime</p> <p>Number of School holiday engagements</p> <p>Positive impact on crime & ASB in & around schools</p> <p>Contribution to Volunteer Police Cadets</p>
Confidence	<p>Increased confidence amongst young people</p> <p>Contribute to BCU social media & wider community messaging</p> <p>Improve information sharing between schools & the police</p>
Demand Reduction	<p>Assisting colleagues with investigations</p> <p>Information sharing with school staff and colleagues</p> <p>Progressing identified priorities through school youth panels</p> <p>Formulation of problem solving strategies in schools</p>

3.1.18 Safer Schools Activity Timetable (A Day in the Life)

The following illustrates typical required activities of a SSO. Some activities will be completed on a daily basis, others less frequently, depending on the issues experienced by each Borough. It conforms to the role profile of a SSO.

MORNING/AFTERNOON	
ACTIVITY	PURPOSE
Intel/Crime System checks	CRIS, CRIMINT, Merlin, IIP for information/data sharing with schools (Operation Encompass).
HV Patrols	Visible presence on way & outside of schools to reduce ASB, SYV and crime.
Assembly presentation	Distribute targeted MPS messages. Engagement, crime prevention & enforcement.
Planned operations	Knife arch operations and weapon sweeps - work with gangs unit (Op sceptre, Autumn Nights)
Deal with crime (reactive & proactive)	CSE, drugs, county lines, identify habitual knife carriers, identify gang associates, problem solving / action on emerging issues. Arresting, Interviews, RJ, CR, referrals (YOT, diversion schemes, VPC), presentations, return to school interviews.
Assist investigations	Liaise with CID, SNT, gangs unit. Take statements, provide further info, victim care, obtain CCTV, etc.
Intelligence gathering	Identify habitual knife carriers, gang associates and siblings, community issues.
Engagement activities	Facilitate presentations. Utilise the Youth Engagement & Crime Prevention Plan yearly themes (Hate crime, CSE, etc. & MPS messages). Break time patrols, workshops.
Information/data sharing	Safeguarding/Intel gathering to support enforcement activity
Partnership meetings	MASH, social inclusion, diversion projects etc.
Advise school staff	Safeguarding issues, crime prevention, problem solve emerging issues, searching and screening.
Safeguarding	Truancy patrols, home visits, support use of MOPAC knife wands to tackle knife crime.
After school patrols	ASB, high visibility, crime prevention with SNT, TfL/Safer Transport at transport hubs. Stop & Search where appropriate
EVENING/WEEKEND/HOLIDAYS	
Volunteer Police Cadets	Working with YE officer/VPC coordinator to run Junior VPC units (Utilising YOT and school referrals). Assist at Senior VPC meetings. Assist Test purchase operations

High visibility patrols (hotspot locations)	As directed locally, SSOs will support MPS policing operations e.g. Op Spectre, Autumn Nights, Op Venice
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3.1.19 Detailed SSO plan

Throughout the year SSOs will provide continual focus on the following areas:

FOCUS AREAS	ACTIVITY
Engagement & prevention	<p>Provide high visibility after school foot/bike patrols between 1500-1800 hours depending on local demand.</p> <p>Individual follow up meeting with pupils that are victims of crime. Provide reassurance, crime prevention advice and further assistance/evidence gathering to the OIC.</p> <p>Arrange screening operations (where schools can accommodate) and weapons sweeps at key times – the beginning of school terms with intensive concentration around Easter to prevent serious youth violence.</p> <p>Involvement in youth panels, open days, parents evening, professional development days, etc.</p>
Intelligence & safeguarding	<p>Gain intelligence regarding weapons carriage and storage in and around schools.</p> <p>Identify emerging issues and work with the school to deal with those issues.</p> <p>Share information with the school on matters that affect the safety of the school community.</p> <p>Share information with the school to provide multi-agency support to individuals who may be vulnerable to radicalisation.</p>
Education & safety	<p>Raise awareness of consequences of continued bad behaviour.</p> <p>Carry out preventative presentations in line with the MPS Safer Schools curriculum.</p> <p>Facilitate preventative education by other units/organisations.</p> <p>Provide bespoke workshops covering issues of concern identified by Police and schools.</p> <p>Advise the school on security to reinforce safety of the school site.</p>
Early intervention and diversion	<p>Identify pupils on the cusp of criminal activity and provide early intervention and refer to diversion schemes. Referral routes through the YOT and other programs.</p> <p>Promote the Volunteer Police Cadets.</p> <p>Identify and engage with existing youth schemes such as Kickz, Hitz, etc.</p>

Preventative education plan

The following is a preventative education plan to cover subjects relevant to policing issues. The order of which is determined by specific events throughout the year.

It is a guide. Any issues that need to be addressed throughout the school year take priority.

Autumn Term

SCHOOL TERM	RISKS	DEPLOYMENTS	
Autumn term September – December Key times: First 3 weeks in Sep End of half term week in Oct End of term week in Dec	SEPTEMBER Increased risk of robberies and ASB outside and near to schools and transport hubs.	3 weeks of intensive engagement to reassure, increase confidence and reduce crime: <ul style="list-style-type: none"> * Address daily routes to and from school in areas of risk. * Liaise with Year 7 Heads and Pastoral Care officers. * Meet & greet year 7 pupils in assemblies. * Conduct regular weapon sweeps in and around schools. * Carry out screening operations based on intelligence. After school patrols to be completely intelligence lead during this week.	
		Preventative Education Meet & greet year 7's Personal Safety Stop & Search	Relevant Events World suicide prevention day (Sep) Sexual health week (Sep) VPC Thriftwood Competition (Sep)
	OCTOBER – NOVEMBER Autumn Half Term: Halloween & bonfire night	Use the School & College Security Assessment manual to provide the school with advice on enforcing security of the school site. Focus on preventative education to reduce the carriage of fireworks. Complete Primary school visits.	
		Preventative Education Hate Crime Early intervention (Primary schools) Halloween Fireworks Road Safety Anti-bullying	Relevant Events Hate Crime Awareness Week (Oct) Black History Month (Oct) National Personal Safety Day (Oct) World mental health day (Oct) Halloween (31 st Oct) Bonfire night (5 th Nov) Road Safety Week (Nov) Anti-bullying Week (Nov) Inter Faith Week (Nov)

			<p>iWill week (Nov) - encourage more young people to engage in Social Action (Volunteering).</p> <p>Takeover Day (Nov)</p>
	DECEMBER	Focus on preventative education to promote property safety, property marking schemes and provide crime prevention advice to pupils.	
	New Year's Eve	Promote HERMES IMEI registration within all schools in partnership with Local SNT's.	
		<p>Advice for schools on security during holidays to prevent burglary:</p> <ul style="list-style-type: none"> * Check current security measures (CCTV, alarm system) are properly maintained and in good working order. Review the position of camera's to ensure images captured will be useful for Police. Many cameras are placed too high; pointing downwards and don't capture faces. * Check alarms are working and properly maintained to prevent false activations. * Appoint a person to check that all windows and doors are locked. * Check boundary fences and locks to ensure that they are still intact. * Store high value items such as computers and audio visual equipment in a locked room. Consideration should be given to covering items that cannot be moved so they are not visible from windows. * Ensure that all equipment/property which has a serial number has been recorded on an inventory and that the list is updated (all staff should have a list of equipment for which they are responsible). School property should be marked and identifiable. * Landscaping should be well maintained so that it does not provide concealment to someone who is attempting to enter through a door or window. 	
		Preventative Education	Relevant Events
	Property Safety	Christmas Tree Project	

Spring Term

SCHOOL TERM	RISKS	DEPLOYMENTS		
Spring term January – April Key times: Jan and beginning of Feb Easter holiday	JANUARY - FEBRUARY Increased risk of robberies and ASB outside and near to schools and transport hubs.	Intensive engagement towards the end of January and beginning of February to reassure, increase confidence and reduce crime:		
		<ul style="list-style-type: none"> * Address daily routes to and from school in areas of risk. * Conduct regular weapon sweeps in and around schools. * Carry out screening operations based on intelligence. * After school patrols to be completely intelligence lead during this week. Promote HERMES IMEI registration within all schools in partnership with Local SNT's.		
			Preventative Education	Relevant Events
			Cyber bullying Sexting Social Media (Teachers & parents)	Safer Internet Day (Feb)
	MARCH – APRIL Easter holiday: Increased risk of serious youth violence and gang activity	Share information with gangs unit to enhance intelligence-led plans on operations during the Easter holiday.		
		Preventative Education	Relevant Events	
			Child Sexual Exploitation (CSE) Drugs Careers Knife crime Gangs	International Women's Day (8 th Mar) National Child Sexual Exploitation Awareness Day (18 th Mar) London Landmarks Half Marathon (Mar) London Marathon (April) DofE Expedition Season opens (April)

Summer Term

SCHOOL TERM	RISKS	DEPLOYMENTS	
Summer term May – July Key times: End of Summer term in Jul	MAY – JULY Increased risk of gang recruitment activity Water fights	Briefing for schools on potential problems with gang recruitment with signs to look out for. Briefing for schools on potential problems with end of year water fights. Contribute to schools newsletter with advice for parents. Complete Primary school visits to engage with year 6 children. Complete annual summary and evaluation of youth activities (use template). SSP	
		Preventative Education	Relevant Events
		Mental Health Conflict management Youth Engagement (FGM, Hate crime, Honour violence, etc.) Early intervention (Primary school) Anti-Social Behaviour (ASB) Criminal Damage Personal Safety at Notting Hill	Mental Health Awareness Week (May) Pride Month (Jun) Trooping the Colour (Jun) Ride London (July)

Summer Holidays

SCHOOL TERM	RISKS	DEPLOYMENTS	
Summer holiday July – August Key times: Notting Hill	AUGUST	Local summer youth engagement. Consider deployment plan that supports borough priorities and VPC staffing requirements.	
		Preventative Education	Relevant Events
		Personal Safety at Notting Hill	International Youth Day (12 th Aug)
	AUGUST Bank Holiday Notting Hill	Volunteer Police Cadets may need assistance to supervise cadets as part of the Notting Hill AID requirement.	

3.1.20 Wearing face coverings

The SSO will wear a face covering in school in line with the schools rules and guidance.

GUIDANCE

Face coverings in education: <https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education>

3.2 School Staff

The head teacher and their staff retain responsibility for school discipline and most behaviour, with the police providing advice and support as well as a physical presence.

3.2.1 The Head teacher

The amount of day-to-day involvement a head teacher has with the SSO will depend on the type and size of the school. The role of the Head teacher within a SSP is to:

- * Have an understanding of a SSP and the roles within it
- * Agree and sign the SSP protocol and Data Sharing Agreement
- * Assign a SPOC to have day-to-day contact with the SSO
- * Ensure all school staff are aware of the SSP
- * Ensure information is shared with the SSO where there are safeguarding and safety concerns
- * Utilise the expertise of the SSO to problem solve specific crime and anti-social behaviour related issues inside and outside of the school
- * Ensure a partnership approach to provide the best outcomes for young people involved in crime and antisocial behaviour
- * Support the SSO
- * Feedback to the Safer Schools police Sergeant to facilitate on-going appraisal of the SSP

3.2.2 Single point of contact (SPOC)

A member of the school SLT should be nominated as the SPOC for the SSO. All enquiries to and from the SSO must go via the SPOC.

- * Maintain day-to-day contact with the SSO
- * Share information with the SSO where there are safeguarding and safety concerns
- * Facilitate communication between the SSO and other school staff
- * Work closely with the SSO to problem solve specific crime and anti-social behaviour related issues inside and outside of the school
- * Facilitate relevant police presentations as part of the problem solving process
- * Explore ways to improve feelings of safety and active citizenship to benefit the school community with the SSO, ie. School Watch, Junior Volunteer Police Cadets, joint PHSE delivery,

3.2.3 School staff

- * Have an understanding of a SSP and the roles within it
- * Identify young people who may require early intervention and diversion and refer to the SSP SPOC
- * Share information with the SSP SPOC where there are safeguarding and safety concerns to provide the best outcomes for young people involved in crime and antisocial behaviour
- * Feedback to the SSP SPOC to facilitate on-going appraisal of the SSP

3.2.4 Care and supervision of pupils

A member of staff must be present when the SSO speaks to, presents to, interviews, or takes a statement from pupils. The SSO will not undertake direct care and supervision of any pupil - this is the responsibility of the school.

It is recognised that pupils will speak with the SSO in passing, in corridors or in other rooms without prior notice. If this happens, the SSO will take reasonable steps to ensure they are not alone with a pupil. BWV must be considered for evidential purposes.

Where a pupil is required to be accompanied by an adult away from the school, the adult must not be a police officer. If a police officer is present, they must not be counted in the supervision ratio. For example, school trips.

GOOD PRACTICE

Use a shared room/office where conversations can be had with pupils so there is always other school staff members present.

3.2.5 Contact with SSO

The SSO should not be contacted by anyone outside their working hours or during notified periods of leave. During these periods all communication should go through the Safer Schools Supervisor.

The SSO is NOT an emergency police contact. If an incident needs to be reported, or police assistance is required and your SSO is not present, please report this via:

- * 101 - Non-emergency
- * 999 – Emergencies

3.2.6 Crime reporting

The MPS does not wish to needlessly criminalise young people. For this reason, schools are encouraged to deal with incidents involving low-level crime on a case-by-case basis. There will be times when school safeguarding or behaviour procedures are the most appropriate way to resolve an issue. However, the school is encouraged to inform the SSO of any incident involving a crime so that patterns or escalation can be identified and dealt with as early as possible to prevent further incidents. This will involve partnership working through education and/or enforcement methods.

The SSO will assist and provide advice on any safeguarding and crime prevention method the school wishes to undertake, including restorative approaches or any other activities such as safety mapping within the school, in the neighbourhood and online.

Please note, the SSO has a police duty to record and justify their actions on official police systems. This will include safeguarding, crime recording and intelligence systems.

The school should refer to the SSO, in the event of any person not known to the school or not expected by the school who seeks access to school premises. This includes any persons brought to the school by other police personnel. The

SSO will then check their identity, background and reason for the visit to ensure safety. This is not a vetting check. Dial 999 if this is an emergency and the SSO is not on the premises.

The school MUST dial 999 and refer to the SSO, in the event of any critical incident and/or any major incident. The SSO will conduct risk assessments and perform actions in consultation with school staff where possible. Where consultation is not immediately possible and waiting will cause the incident to deteriorate, they will perform their police duties without consultation.

National guidance

The National Police Chief's Council created guidance on 'When to call the police' for schools and colleges. This advice is for school and college staff with responsibility for behaviour management, including designated safeguarding leads (DSLs), their deputies, head teachers and senior leadership teams in schools and colleges in England. The advice aims to support schools and colleges to make defensible decisions when considering whether to involve the police.

This advice covers incidents on school and college premises where students have potentially committed a crime. It provides guidance on what schools and colleges should bear in mind when considering contacting the police. This advice covers the following situations:

- * Assault
- * Criminal damage
- * Cyber crime
- * Drugs
- * Harassment
- * Sexual offences
- * Theft
- * Weapons
- * Hate crime

Further guidance for schools on dealing with sexting in schools, online safety in schools and colleges and tackling race and faith targeted bullying is available from the UK Council for Child Internet Safety (UKCCIS).

GOOD PRACTICE / GUIDANCE

It is important to identify trends and emerging issues early so strategies can be developed to deal with them effectively and nip them in the bud. It is good practice to advise police of all crimes so that patterns can be identified and dealt with early.

NPCC - When to call the Police: Guidance for schools & colleges:

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

UK Council for Child Internet Safety (UKCCIS)

<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

Guidance on harmful practices

MPS guidance on harmful practices aims to assist governing bodies, proprietors, head teachers, senior leadership teams, designated safeguarding leads and staff to understand the range of harms related to sexual violence, sexual abuse and harmful practices. It is designed to support front line professionals in situations or incidents that require a safeguarding response. It is relevant to SSPs because part of this response will on occasion include the reporting of criminal offences.

RELEVANT LEGISLATION

Guidance for Schools and Colleges: Safeguarding children from Sexual Violence, Child Sexual Exploitation & Harmful Practices:

<http://nationalfgmcentre.org.uk/harmful-practices/mps-guidance-for-schools-and-colleges/>

Schools Charter on Ending Harmful Practices:

http://nationalfgmcentre.org.uk/wp-content/uploads/2020/02/Schools-Charter_A4_Digital.pdf

Considerations for Schools and Colleges

http://nationalfgmcentre.org.uk/wp-content/uploads/2020/02/MET-Considerations-for-Schools-and-Colleges_A4_Print_Proof-1.pdf

Home Office Counting Rules for recorded crime:

<https://www.gov.uk/government/publications/counting-rules-for-recorded-crime>

Screening on school premises and weapon sweeps

Any screening practices in school sends the message that knives and weapons will not be tolerated and is useful in preventing young people from bringing them into the school environment to ensure the safety of the school community and to identify young people that may be at risk of victimisation.

The school can utilise a screening arch as provided by the police or borrow screening wands (subject to availability).

RELEVANT LEGISLATION

Searching, screening and confiscation (*Advice for headteachers, school staff and governing bodies*):

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

School discipline and exclusions: <https://www.gov.uk/school-discipline-exclusions>

PACE 1984, CODE G: <https://www.gov.uk/government/publications/pace-code-g-2012>

PACE 1984, CODE C, Notes 11D (*Arresting in school*) (*Paragraph 1.5A extends this Note to 17-year-old suspects*): <https://www.gov.uk/government/publications/pace-code-c-2014>

Exclusion from maintained schools, Academies and pupil referral units in England (*Chapter 12*): <https://www.gov.uk/government/publications/school-exclusion>

3.2.7 Extremism or radicalisation

Schools are increasingly seen as being on the frontline of tackling extremism and radicalisation.

Schools have a duty to report concerns and to be part of the solution at multi-agency supportive panels (Section 26 of The Counter Terrorism and Security Act 2015). All Dedicated Safeguarding Leads have undergone Prevent training and know how to refer to the Local Authority Prevent lead.

All police officers **must** record concerns on a CRIMINT and flag “Terrorism”. Merlin has an optional flag (*Enhanced concern – Vulnerable to Radicalisation*).

All Prevent referrals are assessed by the Prevent police officer who works in SO15 Local Operations team on the BCU. Find your local team and talk through concerns raised to you or seek advice.

Parents and members of the public can find more information and advice on www.actearly.uk or call the Prevent advice line **0800 011 3764**.

RELEVANT LEGISLATION

Protecting children from radicalisation: the prevent duty:

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

S26 The Counter-Terrorism and Security Act 2015:

<https://www.legislation.gov.uk/ukpga/2015/6/part/5/chapter/1>

Act Early: www.actearly.uk

3.2.8 Gangs

Any gang related information **must be recorded** at the earliest opportunity. The SSO must check that information against any police intelligence, speak with the gangs unit and then work with the school in order to put measures in place to prevent potential risk and protect the school community from harm.

3.2.9 Information/data sharing and safeguarding

An MPS Safer Schools Data Sharing Agreement (DSA) must be provided and signed.

The SSO and the school will share information in accordance with the data sharing agreement drawn up under Section 115 Crime and Disorder Act 1998, [General Data Protection Regulation](#) (GDPR) and current [Safeguarding and Information Sharing](#) guidance.

Such practice will be the subject of a Data Sharing Agreement between the school and police. Information must be shared in the interests of safeguarding and the safety of pupils, school staff, visitors or the wider school community. In particular:

- * The school and the SSO will share information of any incidents of assaults, criminal damage, theft and related offences, sexual offences, offensive weapons (as defined by Section 1 Prevention of Crime Act 1953 and Section 139 Criminal Justice Act 1988 as well as firearms / ammunition, crossbows and explosive materials), drugs offences, hate crime, or harassment.
- * The school will share information of all pupil exclusions with the SSO, ie. short term external exclusions, permanent exclusions, and the circumstances so that any potential risks can be assessed and managed.
- * The school and SSO will share information of cases of non-attendance of pupils where there are safeguarding and / or crime related concerns.
- * The school and SSO will share information of a child reported missing from home.
- * The school and SSO will share information of any other matter potentially impacting on the safety and welfare of a child, including concerns from their own observations of a child's behaviour or appearance, eg. a sudden change of behaviour that could be symptomatic of issues such as death, divorce, abuse, bullying, political radicalisation or being a victim of some other unreported crime.
- * The SSO will share information on any domestic incidents involving pupils and may affect wellbeing.

As per the SSP DSA, the SSO will create an information sharing CRIMINT when information is shared.

RELEVANT LEGISLATION

Section 115 Crime and Disorder Act 1998 (*Disclosure of information*):

<http://www.legislation.gov.uk/ukpga/1998/37/section/115>

Guide to the General Data Protection Regulation: <https://www.gov.uk/government/publications/guide-to-the-general-data-protection-regulation>

Data protection: toolkit for schools (*Guidance to support schools with data protection activity, including compliance with the General Data Protection Regulation (GDPR)*):

<https://www.gov.uk/government/publications/data-protection-toolkit-for-schools>

Information sharing (*Advice for practitioners providing safeguarding services to children, young people, parents and carers*): <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

Working together to safeguard children (*A guide to inter-agency working to safeguard and promote the welfare of children*): <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

School discipline and exclusions: <https://www.gov.uk/school-discipline-exclusions>

Bullying at school: <https://www.gov.uk/bullying-at-school>

Exclusion from maintained schools, Academies and pupil referral units in England (*A guide for those with legal responsibilities in relation to exclusion*): <https://www.gov.uk/government/publications/school-exclusion>

3.2.10 Reporting missing pupils

The school must make every effort to contact the parent(s)/guardian(s) of a child that is not at school when expected to be **before** speaking to the police.

Further guidance can be found in [Appendix G](#).

RELEVANT LINKS

Statutory guidance on children who run away or go missing from home or care :

<https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>

Missing Children and Adults (A cross government strategy) :

<https://www.gov.uk/government/publications/missing-children-and-adults-strategy>

Met Police: Report a missing person

<https://www.met.police.uk/ro/report/mp/report-missing-person/>

3.2.11 Arresting on school premises

The MPS seeks to avoid action which unnecessarily leads to disruption of children and young people's education. However, there may be times when the arrest of a pupil is unavoidable and necessary. In order to plan for such an event, the following should be adhered to.

Where the arrest of a pupil is unavoidable and necessary,

- * the head teacher or their nominee will be informed (under Police And Criminal Evidence Act (PACE) 1984, Code C, Note 11D).
- * an arrest should be carried out discretely with the assistance of school staff to minimise any potential risks to other school users
- * arrests during break times should be avoided
- * a secure place should be nominated to carry out an arrest
- * where possible, the person arrested will be put into police transport away from view of pupils and visitors

RELEVANT LEGISLATION

PACE 1984, CODE C, Notes 11D (*Arresting in school*) (*Paragraph 1.5A extends this Note to 17-year-old suspects*):

<https://www.gov.uk/government/publications/pace-code-c-2014>

NPCC - When to call the Police: Guidance for schools & colleges:

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

3.2.12 Facilities for the SSO

The school should provide the SSO regular use of an office for the purposes of having meetings and ensuring confidentiality. This assists the officer to effectively perform their duties.

3.2.13 Storage of officer safety equipment and police uniform

Arrangements may also be made for the school to provide a locker for the SSO to keep spare uniform. However, the following is required before any acceptance of offers of non-MPS accommodation to store OSE and police uniform:

- * Early involvement with Property Services and Metropolitan Police Service (MPS) Health & Safety (H&S) advice must be sought prior to any acceptance of accommodation.
- * The School are responsible for the installation and maintenance of all security arrangements at the address.
- * No responsibility should be placed on the school to secure and safeguard MPS assets and no responsibility placed on the MPS to secure or safeguard school assets other than the normal expectation that police officers will close and secure doors and windows where appropriate and notify the school of any potential security issues that may be identified while occupying the proposed accommodation or elsewhere on site.
- * The school is responsible for carrying out its own risk assessment in relation to the MPS storing Police Officers OSE and uniform on their site. In particular, to the storage of PAVA spray on school premises. This is in addition to the police risk assessment.

Recommended security requirements

The MPS are guests at the schools site, however the following are requirements for storage of MPS OSE and uniform:

- * A room with a single point of access, single leaf inward opening door with at least two (2) points of locking including a British Standard 5 lever mortice lock or EN equivalent.
- * The room provided should not be externally accessed to provide a means of escape route to rooms/areas on either side of the room
- * Keys to the room must be in the possession of MPS personnel only. Where there is a requirement from the school to maintain availability to the room further discussion should be held regarding access and any decisions covered in the risk assessment.
- * Window blinds to be fitted where rooms have ground floor or other accessible glazing.
- * An agreement and introduction of procedures with the school that would allow police officers access to the school premises should they require their OSE and uniform outside of school opening hours.

- * Hazardous Chemical signs to be clearly visible.
- * Agreement with the school that they fully understand the risks associated with the potential storage of OSE.
- * A full Risk assessment undertaken by the MPS in relation to the storage of OSE and in relation to the Officer(s) working within schools and away from MPS premises.
- * If the advice and required security parameters within this guidance cannot be met the local police supervisor will be required to:
 - * carry out a full risk assessment on any alternative arrangements the school can provide,
 - * identify and agree mitigation measures in respect of MPS assets OR accept any risks associated in writing.

Additional security considerations

In addition, the following security protocol must be followed:

- * Appropriate and approved secure storage cabinets/lockers to be located within room for the storage of uniform/s and OSE.
- * Separate approved storage cabinet/locker/safe for the secure storage of PAVA spray installed into a solid fabric wall or floor within the Police room.
- * ALL MPS Protectively Marked Material up to "RESTRICTED/OFFICIAL" and any other "sensitive" material must be stored in an appropriate and approved lockable cabinet/locker i.e. locking bar or other similarly secure cabinet/locker.
- * NO MPS Protectively Marked Material above "RESTRICTED" is to be stored, held or viewed at this location.
- * Care MUST be exercised in displaying any sensitive information i.e. addresses, personal details, telephone numbers, photographs on walls or boards, which can be viewed from outside the room via open door or if any non-MPS vetted person is present within the room when accompanied by the officer.
- * Care MUST be exercised when undertaking telephone conversations within the room to ensure that the door is closed to ensure that it would be difficult for anyone outside the room to listen into conversations.
- * A clear desk policy MUST be maintained at all times when the room is unoccupied.
- * The door MUST be kept closed and locked at ALL times when the room is unoccupied.
- * Do not have signage on the door indicating the room is occupied by Police unless a reasonable need to have signage is provided by the school in conjunction with the local Police.
- * Officers and MPS Staff members deployed at schools MUST be made fully aware of the school's H&S, Fire Regulations and building regulations and any other requirements identified in relation I.T. and telephony use, where appropriate.
- * School cleaners and maintenance staff MUST only be permitted entry to clean within the room when the officer is present and only when the officer is satisfied that any Protectively Marked or otherwise sensitive material is out of easy view.
- * All offers of accommodation to police made by schools should result in the Protective Security Operation, Physical Security Unit undertaking a security assessment on a "site specific" basis to identify any potential security concerns.

Funding

Any funding that is required to meet the security requirements is a discussion between the school and the local police.

3.2.14 Mobile phones

If there is no police provision to issue a mobile phone to a SSO for use during working hours, the school is free to provide one at its own cost. However, the SSO must not be contacted outside of their working hours.

3.3 Partnership working

The SSO must work in partnership with the school to deal with any incidents and agree on the appropriate resolution of such incidents using a trauma informed approach with a focus on **not** criminalising young people, particularly those with the protected characteristics within the Public Sector Equality Duty.

3.3.1 Safeguarding

Safeguarding comes in many forms and does not always involve the police. However, SSOs can assist to identify and enhance support for the most vulnerable pupils. The SSP is a system that allows a bespoke response to the needs and interests of children and families to ensure children are kept safe. The key to this is good communication to achieve the following:

- * protect children from maltreatment
- * prevent impairment of children's health or development
- * ensure that children grow up in circumstances consistent with the provision of safe and effective care
- * take action to enable all children to have the best outcomes

SSOs must record safeguarding concerns on Merlin.

Criminal Exploitation

Tackling child exploitation is a complex task that requires a proactive multi-agency approach. There are similarities between different forms of exploitation, intelligence and evidence indicates victims of child exploitation may be victims of criminal and sexual exploitation at the same time. It is vital professionals work collaboratively to safeguard children, collectively deploy tactics to disrupt perpetrators and exploitation drivers. Perpetrators of child exploitation will groom, use violence and control child victims through fear and provocation. Therefore, the management, disruption and prosecution of perpetrators is a key success driver in tackling exploitation.

See '[Appendix K: Exploitation](#)' for more information on CE, CSE, County Lines and Modern Slavery.

3.3.2 School Watch

To prevent unnecessary criminalisation of young people, the SSO will NOT undertake playground duties in place of school staff at break times. School staff performing that task will only be assisted by the SSO where some form of criminality is being undertaken by pupils (eg. Drug dealing, possession of offensive weapons, serious violence, sexual harm, harassment and abuse, etc.).

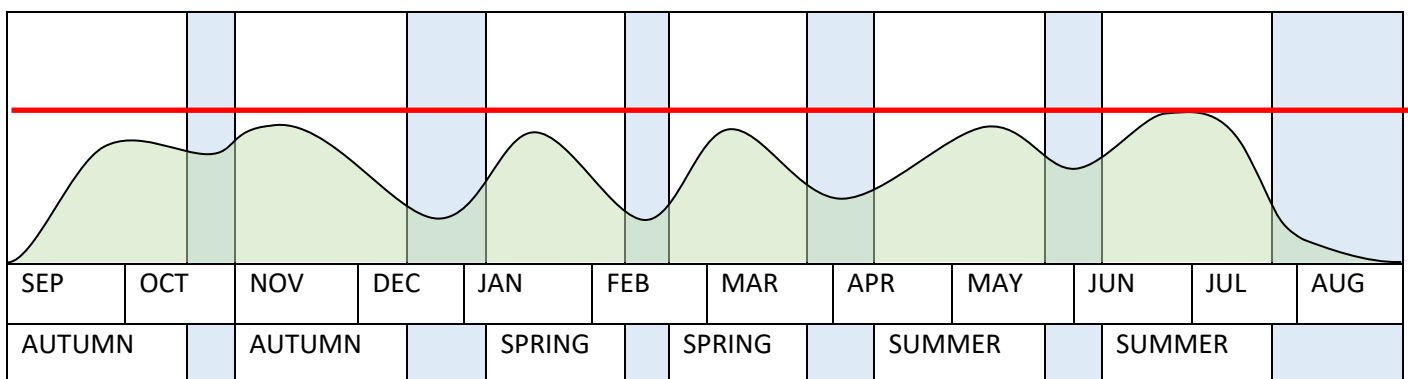
The SSO will perform after school patrols in partnership with school staff to ensure pupil safety and tackle Anti-social Behaviour. The SSO may not always be available due to after school demands in other areas, therefore, Schools are encouraged to set up and run a 'School Watch' scheme to develop a bespoke approach to keeping young people safe in key areas at key times around school.

School Watch is intended to promote safety and reassurance for young people, providing visible support at key times during the school year. The initiative aims to focus community resources to create safe routes and safe areas. Full guidance will be provided by the SSO.

3.3.3 Crime patterns and seasonal trends

The peak ages for criminal activity among young people is 14 – 25 years old. Therefore, early intervention and diversion at the younger age range (10-16) is an essential focus to prevent young people from committing crime later in life.

We must understand the key times when children and young people are most vulnerable to becoming a victim of crime and when crime are likely to be carried out. Research shows a general youth (under 16's) related crime pattern (*Robberies, thefts & theft type offences, and Serious Youth Violence (SVY)*) which appears to correlate to terms times throughout the academic year with a pronounced fall in the level of offences during school holidays. While the peaks and troughs vary in volume year on year, the pattern remains consistent. Crime peaks during term time and dips during school holidays.



The peak times are between 1500-1700 hours during term time and directly relates to end of school times.

3.3.4 Home visits

The school will have its own home visit policy and procedure. SSOs will only assist with home visits where there is a genuine safeguarding concern for the pupil (at risk of Criminal Exploitation, abuse, etc.) or a safety concern for those conducting the home visit, ie. A previously violent parent/guardian. SSO assistance with a home visit must be made by the schools safeguarding lead.

3.3.5 Evaluation

Evaluation of SSPs is often dynamic to address issues as they arise and improvement of an SSP happens over time. However, a formal evaluation must be carried out annually by the Safer Schools Police Sergeant. It will take the form of feedback from the Head Teacher and SPOC and involve a local senior police officer to discuss and address issues. This will enable ongoing improvement of the SSP and allow all to have a say.

Appendices

Appendix A: Benefits of a SSP

The message from research and delivery partners is clear – SSPs offer real benefits to schools, the police, young people and the wider community. These benefits can be seen particularly strongly in three main areas;

Reassurance and responsiveness

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

Relationships

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

SSPs allow the sharing of innovative new approaches to crime prevention and safeguarding through improved communication between SSOs from different schools, who meet regularly to share ideas and discuss goals.

A police link at a school is useful in attracting a range of other external services. For example, officers from the Fire Brigade, or the local Ambulance Service, as well as officers from transport police, secure establishments, and community organisations can talk to children about life skills.

Risk

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

Decisions about sharing personal information must be made on a case by case basis. Police and schools should have regard to current Department for Education (DfE) guidance when dealing with children who are at risk.

Benefits for Pupils

Pupils will:

- * feel safer, knowing that a police officer is on hand to help resolve conflicts and respond to harmful behaviour;
- * learn more effectively as they grow more confident that they are safe in school;
- * find out how to avoid being drawn into crime and anti-social or extremist behaviour and learn more about what the police do in the community;
- * receive support if they have been victims of crime and learn new skills to avoid being victims and be safer on journeys to and from school; and
- * benefit from a positive role model through contact with the SSO.

Benefits for schools

Schools will:

- * see improved pupil behaviour and attendance, and potentially fewer exclusions and better academic achievement;
- * experience a calmer school environment which is more conducive to learning and achieving and where all members of the school community will feel safer;
- * benefit from the professional expertise a police officer who can help to identify, challenge and support pupils most at risk of causing harm and offending;
- * receive support to identify and help pupils most susceptible to the messages of violent extremism and/or gang culture, if these are particular issues in the area;
- * benefit from the specialist support and advice the police can offer when staff have to deal with:
 - * screening pupils for weapons;
 - * searching pupils for certain items;
 - * dealing with intruders to the school, including any violent or abusive adults;
 - * and dealing with incidents where physical force is needed to control or restrain a pupil;
- * integrate better within multi-agency teams, helping to support more effective interventions with pupils and families; and
- * develop better relations with the local community.

Benefits for the police

The police will:

- * see increased reporting of crime as a result of increased confidence in policing;
- * see improved public confidence in local policing as a result of the relationships built through SSPs;
- * see reductions in youth crime and anti-social behaviour, through identifying and dealing with issues at an early stage in school;
- * achieve improved efficiency and better use of police time in terms of prevention and early intervention;
- * be able to better support and monitor prolific and young offenders through working with schools and multi-agency teams;
- * be able to identify and support children and young people who feel threatened by crime and anti-social behaviour;
- * have the opportunity to talk to young people and listen to them about local crime issues – including if there are problems around gang culture or group offending, weapon carrying or risks from violent extremism; and
- * build better relationships with young people and their parents, which will have significant benefits in the wider community.

Benefits for parents

Parents will:

- * feel more confident about their children's safety in school and on journeys to and from school;

- * be reassured that any particular tensions in the local community such as racism, gang culture or weapons issues will not be allowed to intrude on the school;
- * if their child is at risk of involvement in anti-social behaviour or crime, know that the police presence in school will help deal with this in an appropriate way;
- * be reassured that teachers have the support of police in ensuring good pupil behaviour and attendance, and in tackling bullying; and
- * know that their child is being encouraged to trust the police and to take a responsible attitude towards issues around crime.

Benefits for local authorities and other partners

Local authorities and other partners will:

- * benefit from the impact that SSPs can have on helping them reach a number of local and national targets, including measures on public perceptions of safety;
- * benefit from effective exchange of information. Schools and children's services working more closely with the police leads to more effective safeguarding arrangements; and
- * receive support for effective multi-agency working, including early intervention and prevention strategies with pupils and families and (as appropriate) local Prevent and Deter arrangements.



Appendix B: Types of schools

There are very specific issues associated with different types of schools. Most *state schools* have to follow the national curriculum. The most common schools are:

- * Community schools
- * Foundation schools & Voluntary schools
- * Academies
- * Grammar schools
- * Special schools
- * Faith schools
- * Faith academies
- * Free schools
- * Independent schools (Private schools)
- * Pupil Referral Units (PRUs) - or other alternative provision
- * Special Educational Needs and Disabilities (SEND)
- * Colleges or Further Education (FE)

RELEVANT LEGISLATION

Types of schools in the UK: <https://www.gov.uk/types-of-school/>

Special educational needs: <https://www.gov.uk/children-with-special-educational-needs>

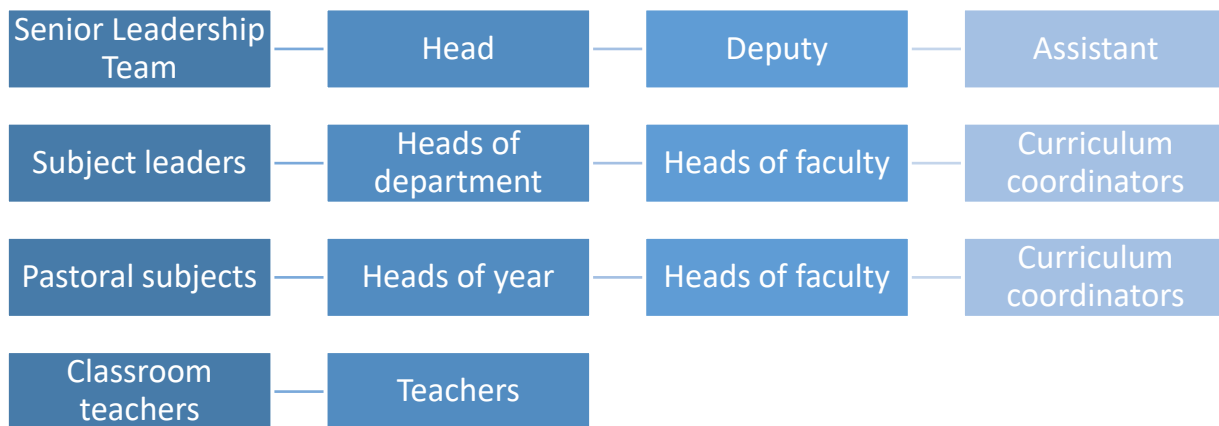
Department for Education's set of independent school standards:

<http://www.legislation.gov.uk/ukxi/2014/3283/schedule/made>



Appendix C: School hierarchy

This hierarchy will differ depending on the size of the school and age of group being taught, but will usually be a variation on the following:



Senior Management Team

Head Teacher or principal (or Executive Head)

- * Has overall responsibility for the school, its staff, its pupils and the education they receive.

Deputy head teacher(s)

- * Play a major role in managing the school, particularly in the absence of the head teacher.

Assistant head teacher(s)

- * Support the head and deputy heads with the management of the school.

Subject leaders

- * Heads of department
- * Heads of faculty
- * Curriculum coordinators
- * Responsible for a particular area of the curriculum, including monitoring and improving standards.

Pastoral subjects

- * Heads of year
- * Heads of faculty
- * Curriculum coordinators
- * Responsible for a particular area of the curriculum, including monitoring and improving standards.

Classroom teachers

- * Plan, prepare and deliver lessons to meet the needs of all pupils, setting and marking work and recording pupil development as necessary. Includes advanced skills teachers and supply teachers. Often work in partnership with teaching assistants.

Other key roles

- * Key Stage 3 coordinator
- * Special educational needs coordinator
- * Head of learning support
- * Personal, social and health coordinator
- * School sports coordinator

RELEVANT LEGISLATION

School staff structure: <http://www.education.gov.uk/get-into-teaching/faqs/life-as-a-teacher/staff-structure-secondary>

Appendix D: Year groups, key stages and ages

In England, your leaving age depends on when you were born. You can leave school on the last Friday in June as long as you'll be 16 by the end of that year's summer holidays.

You must stay in some form of education or training until your 18th birthday if you were born on or after 1 September 1997.

Your options are:

- * full-time education - eg at a school or college
- * an apprenticeship or traineeship
- * part-time education or training - as well as being employed, self-employed or volunteering for 20 hours or more a week

	Primary School							Secondary School							
Yr Group	Recp.	1	2	3	4	5	6	7	8	9	10	11	12	13	
Age	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Key Stage	Early Years		1		2			3			4				

Key stages

- * **Early Years:** 4 – 5 years old (Primary school)
- * **KS 1:** 5 - 7 years old (Primary school)
- * **KS 2:** 7 - 11 years old (Primary)
- * **KS 3:** 11 - 14 years old (Secondary)
- * **KS 4:** 14 - 16 years old (Secondary)

Year groups

- * **Reception:** 5 years old
- * **Year 1:** 6 years old
- * **Year 2:** 7 years old
- * **Year 3:** 8 years old
- * **Year 4:** 9 years old
- * **Year 5:** 10 years old
- * **Year 6:** 11 years old
- * **Year 7:** 12 years old
- * **Year 8:** 13 years old
- * **Year 9:** 14 years old
- * **Year 10:** 15 years old
- * **Year 11:** 16 years old

RELEVANT LEGISLATION

When you can leave school: <https://www.gov.uk/know-when-you-can-leave-school>

Key stages: <https://www.gov.uk/national-curriculum>

Appendix E: Child protection

Legislative responsibilities placed upon education providers and police in the area of child safeguarding are clearly documented in HM Government and Department for Education documentation and legislation.

RELEVANT LEGISLATION

Safeguarding children and young people (Policy paper):

<https://www.gov.uk/government/publications/safeguarding-children-and-young-people/safeguarding-children-and-young-people>

Children Act 1989 (*Legislative framework for child protection in England*):

<http://www.legislation.gov.uk/ukpga/1989/41/contents>

Children Act 2004 (*Encourages partnerships between agencies and creates more accountability*):

<http://www.legislation.gov.uk/ukpga/2004/31/contents>

Safeguarding Vulnerable Groups Act 2006 (*Established a single body to make decisions about individuals who should be barred from working with children and to maintain a list of these individuals*):

<http://www.legislation.gov.uk/ukpga/2006/47/contents>

Protection of Freedoms Act 2012 (*Disclosure and Barring Service (DBS)*):

<http://www.legislation.gov.uk/ukpga/2012/9/contents/enacted>

Children and Families Act 2014 (*Introduced a number of reforms*):

<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

Section 175 Education Act 2002 (*Duties of LEAs and governing bodies in relation to welfare of children*):

<http://www.legislation.gov.uk/ukpga/2002/32/section/175>

Section 120 Adoption and Children Act 2002 (*Amended the Children Act 1989 by expanding the definition of "harm" to include witnessing domestic violence*):

<http://www.legislation.gov.uk/ukpga/2002/38/section/120>

Female Genital Mutilation Act 2003 (*As amended by sections 73 and 74 of the Serious Crime Act 2015*):

<http://www.legislation.gov.uk/ukpga/2003/31/contents>

<http://www.legislation.gov.uk/ukpga/2015/9/contents/enacted>

Children and Adoption Act 2006 (*powers to facilitate child contact and enforce contact orders when separated parents are in dispute*): <http://www.legislation.gov.uk/ukpga/2006/20/contents>

Children and Young Persons Act 2008 (*Care and services for children in care*):

<http://www.legislation.gov.uk/ukpga/2008/23/contents>

Section 55 Borders, Citizenship and Immigration Act 2009 (*Duty regarding welfare of children*):

<http://www.legislation.gov.uk/ukpga/2009/11/section/55>

Apprenticeships, Skills, Children and Learning Act 2009:

<http://www.legislation.gov.uk/ukpga/2009/22/contents>



Working together to safeguard children (*A guide to inter-agency working to safeguard and promote the welfare of children*): <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Mandatory reporting of female genital mutilation: procedural information: <https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

Multi-agency statutory guidance on female genital mutilation (*For those with statutory duties to safeguard children and vulnerable adults*): <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

Appendix F: Information/data sharing and safeguarding

An MPS Safer Schools Data sharing agreement (DSA) must be provided and signed.

In accordance with legislative responsibilities placed upon education providers and police (Section 115 Crime and Disorder Act 1998), the school and the SSO will share information for the purposes defined in such legislation. Mainly, where there are safeguarding and / or safety concerns for pupils, school staff, visitors or the wider school community.

Such practice will be the subject of a Data Sharing Agreement between the school and police.

In particular:

- * The school and the SSO will share information of any incidents of assaults, criminal damage, theft and related offences, sexual offences, offensive weapons (as defined by Section 1 Prevention of Crime Act 1953 and Section 139 Criminal Justice Act 1988 as well as firearms / ammunition, crossbows and explosive materials), drugs offences, hate crime, or harassment.
- * The school and the SSO will share information of all pupil exclusions, ie. short term external exclusions, permanent exclusions, and the circumstances so that any potential risks can be assessed and managed.
- * The school and SSO will share information of cases of non-attendance of pupils where there are safeguarding and / or crime related concerns.
- * The school and SSO will share information of a child reported missing from home.
- * The school and SSO will share information of any other matter potentially impacting on the safety and welfare of a child, including concerns from their own observations of a child's behaviour or appearance, eg. a sudden change of behaviour that could be symptomatic of issues such as death, divorce, abuse, bullying, political radicalisation or being a victim of some other unreported crime.
- * Any information shared must be done securely ie. Use of a secure email address.

RELEVANT LEGISLATION

Section 115 Crime and Disorder Act 1998 (*Disclosure of information*): <http://www.legislation.gov.uk/ukpga/1998/37/section/115>

Information sharing (*Advice for practitioners providing safeguarding services to children, young people, parents and carers*): <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

Working together to safeguard children (*A guide to inter-agency working to safeguard and promote the welfare of children*): <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

School discipline and exclusions: <https://www.gov.uk/school-discipline-exclusions>

Bullying at school: <https://www.gov.uk/bullying-at-school>

Exclusion from maintained schools, Academies and pupil referral units in England (*A guide for those with legal responsibilities in relation to exclusion*): <https://www.gov.uk/government/publications/school-exclusion>



CAF (Common Assessment Framework)

The CAF is a four-step process whereby practitioners can identify a child's or young person's needs early, assess those needs holistically, deliver coordinated services and review progress. The CAF is designed to be used when

- * a practitioner is worried about how well a child or young person is progressing (e.g. concerns about their health, development, welfare, behaviour, progress in learning or any other aspect of their wellbeing)
- * a child or young person, or their parent/carer, raises a concern with a practitioner
- * a child's or young person's needs are unclear, or broader than the practitioner's service can address.

The process is entirely voluntary and informed consent is mandatory, so families do not have to engage and if they do they can choose what information they want to share. Children and families should not feel stigmatised by the CAF; indeed they can ask for a CAF to be initiated.

The CAF process is not a 'referral' process but a 'request for services'.

SSOs do not complete CAFs. You may be involved in the early stages of the process during social inclusion meetings when you will share information about a student. If you receive information about a student that needs to be referred to social services then you will complete a Merlin.

CAMHS (Child and Adolescent Mental Health Services)

CAMHS are specialist NHS children and young people's mental health services. They offer assessment and treatment when children and young people have emotional, behavioural or mental health difficulties. CAMHS are expected to work with children and young people up to the age of 18. However, some services will only see young people aged 16-18 if they are in full-time education.

A school will make a CAMHS referral when these issues arise.

Appendix G: Missing pupils

The school must make every effort to contact the parent(s)/guardian(s) of a child that is not at school when expected to be **before** speaking to the police.

Absent from education

A person is **absent** from education when they are not at a place where they are expected or required to be and where the circumstances and context suggest there is a lower level of risk.

The school will deal with absences in the first instance as per school policy (speaking with parents/guardians, assessing the risk, etc.).

If a person's whereabouts are known they are not considered missing or absent, and do not need to be reported to police unless there is an immediate risk to life. Some young people may be missing, absent or late because of concerns for their safety in locations around the school. Even if there is no 'immediate risk to life', it is useful to gather intelligence on emerging trends related to specific times or locations.

If a child is considered absent the school or parent can ring 101 to report it. An operation will in each case ask the following questions. To save vital time for the call operators please have the answers ready.

- * Persons full name and date of birth?
- * Venue missing from?
- * What is their description at the time they were last seen?
- * Are the person's whereabouts known? (If yes they are not considered missing or absent, and do not need to be reported to Police unless there is an immediate risk to life).
- * Date/Time the person was last seen and by whom?
- * Who were they with?
- * Is this significantly out of character for them?
- * What measures have you taken to ascertain their whereabouts prior to calling police? (Reasonable enquiries should have taken place by carers before calling Police).
- * Have they been reported missing before? How many times?
- * Has a friend been missing, or have they been missing with a peer?
- * Are they 13 years or older?
- * Do they have significant medical needs? If so what? (Consider whether they are on any medication? What's the name of it? Is it urgent?)
- * Are they likely to be involved in serious criminal activity?
- * Do you have reason to believe they are likely to be a victim of crime?
- * Are they at risk of Sexual Exploitation? If yes explain further
- * Do they pose a danger to themselves, or anyone else?
- * Any issues currently facing the young person or their peer group?
- * Are there any locations or contexts (including online) that the young person or peers may visit?

Missing pupils

A child is **missing** when their whereabouts cannot be established **and** where the circumstances are out of character or the context suggests the child may be subject of crime or at risk of harm to themselves or another.

If there is an identified **immediate risk** the young person must be reported to the SSO as missing immediately.

If no officer is available the school or parent should ring 101 or 999 (depending on the level of urgency). The school and parent should be in communication with each other to avoid duplicate reporting.

Potential risks can be managed in partnership. Schools should also complete a 'Missing Pupil Alert', in line with local authority policy.

RELEVANT LINKS

Statutory guidance on children who run away or go missing from home or care :

<https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>

Children missing education (*Statutory guidance for local authorities*):

<https://www.gov.uk/government/publications/children-missing-education>

Missing Children and Adults (A cross government strategy) :

<https://www.gov.uk/government/publications/missing-children-and-adults-strategy>

Met Police: Report a missing person

<https://www.met.police.uk/ro/report/mp/report-missing-person/>

Appendix H: Relevant guidance documents (for SSOs & supervisors)

Youth partnership guidance

Designed to assist borough SLT, supervisors and those who have no specific knowledge of SSPs. It covers the structure of a Safer Youth Team based on over 10 years of best practice, basic activities of a SSO, setting PDR objectives and advice on performance management of SSOs.

Criteria for school prioritisation

In June 2010, following the decision of Central Government to abolish the list of previously identified 'priority Schools' which had been in existence for several years. A process was agreed that would allow local partners to identify those educational establishments in their area that would benefit the most from having a dedicated police resource working in partnership with the school toward the aims of an effective Safer School Partnership (SSP).

With only half the number of Safer Schools Officers (SSOs) than SSPs, we continue to use this process to ensure resources are placed where they will be most effective.

Analysis should be carried out with partners in several key areas:

- * Recorded rates of ASB with a link to the School including community impact
- * Level of recorded Crime in and around the school

- * Amount of first time entrants to the Criminal Justice System
- * Number of victims of crime
- * Intelligence on gang related incidents attributed to the school
- * Intelligence on weapon related incidents attributed to the school
- * Any intelligence on Child Sexual Exploitation
- * Any CT or domestic extremism related intelligence
- * Number of pupils attending the school
- * Attainment rate at GCSE grade A-C
- * Permanent exclusion rate
- * Levels of persistent absence
- * Provision of free school dinners (as an indicator of social deprivation)

In addition to the above it is recognised that some schools may have unique requirements and that the decision making process should be informed by any other criteria that may be relevant. The results of the ensuing analysis would ensure an intelligence driven approach to the allocation of resources utilising information from a variety of sources.

The decision to classify a School as priority should always be evidence based against the above criteria.

Your 'priority schools' should be monitored regularly with a formal review prior to the beginning of the new School year.

Safer Schools Partnerships guidance

The list is not exhaustive. 'Unique requirements' may include, for example, political or religious vulnerabilities of the school.

FUNDED SCHOOLS - There are several schools in London that provide funding for the safer schools partnership. Some of these schools are not necessarily priority schools but due to the funding they provide, there is an expectation that they will have a SSO in their school.

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Safer School Partnership (SSP) protocol

The SSP protocol ensures that the school and the SSO are aware of mutual expectations. It details the working relationship of the partnership to enable more effective and efficient working.

Safer School Partnership legislation guidance

It is important that young people and parents are reassured regarding their safety and any action taken by the school and the police does not increase any sense of fear. This can be achieved through a good working knowledge of legislation and guidance relevant to schools in a Safer School Partnership with police.

The aim of this guidance is to summarise legislation and government guidance that is relevant to schools in a Safer School Partnership with police in order for the partnership to work effectively. The guidance includes:

- * Relevant offences to schools
- * Police powers in schools
- * School staff powers
- * Safeguarding

You are encouraged to share and discuss this with their Head Teachers so they are aware of what specific issues they can assist with.

SSO decision model for incidents on school premises

The purpose of this guidance is to ensure that police officers working in schools maintain a professional and consistent approach, in line with the Home Office Counting Rules for recorded crime, when dealing with incidents that have occurred on school premises involving school age children.

This guidance is in addition to the Home Office Counting Rules for recorded crime and in accordance with the Policing Code of Ethics.

The most up-to-date Home Office Counting Rules for recorded crime in schools must always be referred to in the first instance as it is updated regularly.

An appendix accompanies the model for further explanation and must be read in conjunction with the model.

Safer Schools Activity Matrix

This document draws on the current priorities and objectives of the MPS which links in with MOPAC's London Police and Crime plan 2013-2016 and the One Met MPS Strategy 2013-2017 (Total Policing).

It provides the foundations which Boroughs can devise their own success tactics depending on what is going on, on a borough.

There is a lot in the Matrix, however, it is not the expectation that every schools officer will complete every activity shown. It is for the each of the Boroughs to use the Matrix according to their needs. At a basic level, it is guidance to point you in the right direction when dealing with issues on Borough when it comes to schools.

It is a user friendly and useful document which we've had great feedback from current Safer Schools Supervisors.

You are encouraged to share and discuss this with their Head Teachers so they are aware of what specific issues they can assist with.

Safer Schools Officer Prevention Plan (Template)

A plan to be used locally to help coordinate and focus resources through evidence based policing. The document includes a preventative education plan to enable the greatest relevance from delivery of preventative presentations.

Safer Schools Partnership Data Sharing Agreement (Template)

A data sharing agreement should be signed by each school to clarify the reasons why information is shared.

RELEVANT LINKS

All documents are kept on the shared drive: <S:\TP Pan London\Safer Neighbourhood Unit New\Youth>

There is an A-Z of help, advice and guidance for SSOs on the Safer Schools website:

http://intranet.aware.mps/TP/safer_neighbourhoods_unit/12_Youth/02_Safer_Schools/index.htm

POLKA website: <https://polka.pnn.police.uk/>

Appendix I: Training and guidance

A four day Youth Officer course is available for SSOs, deliver by Met training.

Further development of mini courses and youth development days are ongoing to supplement the 4 day course. SSOs will be informed of those as and when they are ready.

NCALT

The following NCALT packages are recommended for officers working with young people:

- * Alcohol and Drug Offences and Substance Abuse-Misuse v3.0
- * ASB / AirSpace
- * Channel General Awareness
- * Child Sexual Exploitation Specialists v1.1
- * Introduction to Child Sexual Exploitation v1.3
- * Offensive Weapons and Articles with Blades or Points v2.2
- * Out of Court Disposals
- * Out of Court Disposals and Justice Outcomes v1.0
- * Policing the Roads in the Community v2.1.pdf
- * SCAIDP Mod 1 Child development in the context of abuse v3.0
- * Youth Produced Sexual Imagery Video
- * Vulnerability and Risk v1.1
- * Dementia Friends Awareness

Courses

Community Sports Leader Award (CSLA) – This course is mandatory for those that run sport sessions with young people. Contact the Central Team for a place.

CEOP Ambassador (think You Know) – Get access to more education resources through CEOP. Register here for an account - <https://www.thinkuknow.co.uk/account/register>. Contact Marie Smith (marie.smith@nca.pnn.police.uk) to organise a training session for your team.

Restorative Justice – Contact your Local Authority to find out if they can provide RJ training.

Appendix J: Corporate Guidance & Resources

All guidance for Youth Supervisors and Youth Officers is available here - <S:\TP Pan London\Safer Neighbourhood Unit New\Youth>

Further resources can be found via www.quoolio.com/login. Contact Steven Sweeney to obtain an account.

Further resources can be found at Edukit - <https://www.edukit.org.uk/>

A Safer Youth Supervisor pack is available here – <S:\TP Pan London\Safer Neighbourhood Unit New\Youth\Borough Youth Teams>

Appendix K: Exploitation

Child Sexual Exploitation

Child Sexual Exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child under the age of 18 into sexual activity

- a) In exchange for something the victim needs or wants, and/or
- b) For the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Child Criminal Exploitation Child Criminal Exploitation occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology.

Criminal Exploitation

Criminal exploitation of children is broader than just county lines, and includes for instance children forced to work on cannabis farms or to commit theft. Child Criminal Exploitation also includes forms of economic exploitation. For example, where a child is paid to transfer money in and out of their own bank account to assist with money laundering. Any criminal offence can constitute Child Criminal Exploitation. Based on Criminal Exploitation of children and vulnerable adults.

County lines

The national definition of County Lines: “A term used to describe gangs or organised criminal networks involved in exporting illegal drugs in to one or more areas using dedicated mobile phone lines. They are likely to exploit children and vulnerable adults to move and store the drugs and will often use coercion, intimidation, violence and weapons.” The groups often use local residential premises, often owned by a vulnerable person, as a base for their activities. This is often taken over by force or coercion, and in some instances victims have left their homes in fear of violence. Empty or commercial premises can also be used. Perpetrators employ various tactics to evade detection, including rotating group members between locations so they are not identified by law enforcement or competitors, and using women and children to transport drugs in the belief that they are less likely to be stopped and searched. Children are often “plugged” to transport the drugs, which may or may not be completed by themselves. Child Exploitation can be seen in these types of cases and every effort should be taken to identify those children that are also being sexually exploited as well as being coerced into other criminal behaviour. This could constitute an offence of trafficking for either sexual exploitation or criminal exploitation, and a crime report and National Referral Mechanism (NRM) referral must be completed. These situations will often become apparent to professionals when children are located after missing episodes outside the London area, where there is no apparent reason

Child Modern Slavery

Children especially from disadvantaged backgrounds, are vulnerable to modern slavery as they can be more easily manipulated and tricked. They are easily controlled and unlikely to demand higher wages or better working conditions. Some are far away from families, while others have no one to look out for them, they have no support network and will not understand they are being exploited

RELEVANT LINKS

Criminal Exploitation policy

<http://mpsweb.intranet.mps/policing/safeguarding/child-sexual-exploitation-policy/>

Home Office County Lines Guidance, September 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/863323/HOCountyLinesGuidance_-_Sept2018.pdf

Modern Slavery policy

<http://mpsweb.intranet.mps/policing/safeguarding/modern-slavery/>

Appendix L: Relevant Legislation

Section 50 Children and Young Persons Act 1933 (Age of criminal responsibility):

<http://www.legislation.gov.uk/ukpga/Geo5/23-24/12/section/50>

Violence

Section 39 Criminal Justice Act 1988 (*Common assault and battery*):

<http://www.legislation.gov.uk/ukpga/1988/33/section/39>

Section 47 Offences Against the Person Act 1861 (*Assault or battery occasioning actual bodily harm*):

<http://www.legislation.gov.uk/ukpga/Vict/24-25/100/section/47>

Section 58 Children Act 2004 (*Reasonable punishment*): <http://www.legislation.gov.uk/ukpga/2004/31/section/58>

Section 18 Offences Against the Person Act 1861 (*Wounding or causing grievous bodily harm with intent*):

<http://www.legislation.gov.uk/ukpga/Vict/24-25/100/section/20>

Section 20 Offences Against the Person Act 1861 (*Inflicting bodily injury, with or without weapon – Grievous bodily harm*): <http://www.legislation.gov.uk/ukpga/Vict/24-25/100/section/20>

Section 58 Children Act 2004 (*Reasonable punishment*): <http://www.legislation.gov.uk/ukpga/2004/31/section/58>

Drugs

Misuse of Drugs Act 1971 (*Contents*): <http://www.legislation.gov.uk/ukpga/1971/38/contents>

Section 5 Misuse of Drugs Act 1971 (*Restriction of possession of controlled drugs*):

<http://www.legislation.gov.uk/ukpga/1971/38/section/5>

Section 4 Misuse of Drugs Act 1971 (*Restriction of production and supply of controlled drugs*):

<http://www.legislation.gov.uk/ukpga/1971/38/section/4>

Psychoactive Substances

Section 2 Psychoactive Substances Act 2016 (*Meaning of “psychoactive substance” etc*):

<http://www.legislation.gov.uk/ukpga/2016/2/section/2>

Section 5 Psychoactive Substances Act 2016 (*Supplying, or offering to supply, a psychoactive substance*):

<http://www.legislation.gov.uk/ukpga/2016/2/section/5>

Section 7 Psychoactive Substances Act 2016 (*Possession of psychoactive substance with intent to supply*):

<http://www.legislation.gov.uk/ukpga/2016/2/section/7>

Schedule 1 Psychoactive Substances Act 2016 (*Exempted substances*):

<http://www.legislation.gov.uk/ukpga/2016/2/contents>

Harassment

Protection from Harassment Act 1997 (*Contents*): <http://www.legislation.gov.uk/ukpga/1997/40/contents>

Section 1 Protection from Harassment Act 1997 (*Prohibition of harassment*):

<http://www.legislation.gov.uk/ukpga/1997/40/section/1>

Section 2 Protection from Harassment Act 1997 (*Offence of harassment*):

<http://www.legislation.gov.uk/ukpga/1997/40/section/2>

Section 4 Protection from Harassment Act 1997 (*Putting people in fear of violence*):

<http://www.legislation.gov.uk/ukpga/1997/40/section/4>

Stalking

Section 2A Protection from Harassment Act 1997 (*Offence of stalking*):

<http://www.legislation.gov.uk/ukpga/1997/40/section/2A>

Section 4A Protection from Harassment Act 1997 (*Stalking involving fear of violence or serious alarm or distress*):

<http://www.legislation.gov.uk/ukpga/1997/40/section/4A>

Malicious Communications

Section 1 Malicious Communications Act 1988 (*Offence of sending letters etc. with intent to cause distress or anxiety*): <http://www.legislation.gov.uk/ukpga/1988/27/section/1>

Threats

Section 16 Offences Against the Person Act 1861 (*Threats to kill*): <http://www.legislation.gov.uk/ukpga/Vict/24-25/100/section/16>

Section 127 Communications Act 2003 (*Improper use of public electronic communications network*):

<http://www.legislation.gov.uk/ukpga/2003/21/section/127>

Joint Enterprise

Section 44 Serious Crime Act 2007 (*Intentionally encouraging or assisting an offence*):

<http://www.legislation.gov.uk/ukpga/2007/27/section/44>

Section 45 Serious Crime Act 2007 (*Encouraging or assisting an offence believing it will be committed*):

<http://www.legislation.gov.uk/ukpga/2007/27/section/45>

Section 46 Serious Crime Act 2007 (*Encouraging or assisting offences believing one or more will be committed*):

<http://www.legislation.gov.uk/ukpga/2007/27/section/46>

Section 64-66 Serious Crime Act 2007 (*Interpretation of encouraging or assisting*):

<http://www.legislation.gov.uk/ukpga/2007/27/contents>

Section 1 Criminal Law Act 1977 (*The offence of conspiracy*):

<http://www.legislation.gov.uk/ukpga/1977/45/section/1>

Knives and Weapons

Section 139A Criminal Justice Act 1988 (*Offence of having article with blade or point (or offensive weapon) on school premises*): <http://www.legislation.gov.uk/ukpga/1988/33/section/139A>

Section 1 Prevention of Crime Act 1953 (*Prohibition of the carrying of offensive weapons without lawful authority or reasonable excuse*): <http://www.legislation.gov.uk/ukpga/Eliz2/1-2/14/section/1>

Section 4 Education Act 1996 (*Schools: general*): <http://www.legislation.gov.uk/ukpga/1996/56/section/4>

Section 5 Education Act 1996 (*Primary schools, secondary schools and middle schools*):

<http://www.legislation.gov.uk/ukpga/1996/56/section/5>

Section 139AA Criminal Justice Act 1988 *as amended by Section 142 Legal Aid, Sentencing and Punishment of Offenders Act 2012* (*Offences of threatening with article with blade or point or offensive weapon in public or on school premises*): <http://www.legislation.gov.uk/ukpga/2012/10/section/142#text%3D139aa>

Section 1A Prevention of Crime Act 1953 (*Offence of threatening with offensive weapon in public*):

<http://www.legislation.gov.uk/ukpga/Eliz2/1-2/14/section/1A>

Sexual Offences

Sexual Offences Act 2003 (*Child sex offences*):

Section 9 (*Sexual activity with a child*)

Section 10 (*Causing or inciting a child to engage in sexual activity*)

Section 11 (*Engaging in sexual activity in the presence of a child*)

Section 12 (*Causing a child to watch a sexual act*)

Section 13 (*Child sex offences committed by children or young persons*)

Section 14 (*Arranging or facilitating commission of a child sex offence*)

Section 15 (*Meeting a child following sexual grooming etc.*)

Section 15A (*Sexual communication with a child*)

<http://www.legislation.gov.uk/ukpga/2003/42/part/1/crossheading/child-sex-offences>

Section 67 Serious Crime Act 2015 (*Sexual communication with a child*):

<http://www.legislation.gov.uk/ukpga/2015/9/section/67>

Section 68 Serious Crime Act 2015 (*Child sexual exploitation*):

<http://www.legislation.gov.uk/ukpga/2015/9/section/68>

Indecent Images

Section 1 Protection of Children Act 1978 (*Indecent photographs of children*):

<http://www.legislation.gov.uk/ukpga/1978/37/section/1>

Section 7(6) Protection of Children Act 1978 (*Meaning of 'Child'*):

<http://www.legislation.gov.uk/ukpga/1978/37/section/7>

Section 160 Criminal Justice Act 1988 (*Possession of indecent photograph of child*):

<http://www.legislation.gov.uk/ukpga/1988/33/section/160>

Section 37 Criminal Justice and Courts Act 2015 (*Possession of pornographic images of rape and assault by penetration*): <http://www.legislation.gov.uk/ukpga/2015/2/section/37>

Section 127(1) Communications Act 2003 (*Improper use of public electronic communications network*):

<http://www.legislation.gov.uk/ukpga/2003/21/section/127>

Section 33 Criminal Justice and Courts Act 2015 (*Disclosing private sexual photographs and films with intent to cause distress*): <http://www.legislation.gov.uk/ukpga/2015/2/section/33>

Sexual Touching

Section 3 Sexual Offences Act 2003 (*Sexual assault*):

<http://www.legislation.gov.uk/ukpga/2003/42/part/1/crossheading/assault/section/3>

Section 7 Sexual Offences Act 2003 (*Sexual assault of a child under 13*):

<http://www.legislation.gov.uk/ukpga/2003/42/part/1/crossheading/rape-and-other-offences-against-children-under-13/section/7>

Female Genital Mutilation (FGM)

Section 1 Female Genital Mutilation Act 2003 (*Offence of female genital mutilation*):

<http://www.legislation.gov.uk/ukpga/2003/31/section/1>

Section 2 Female Genital Mutilation Act 2003 (*Offence of assisting a girl to mutilate her own genitalia*):

<http://www.legislation.gov.uk/ukpga/2003/31/section/2>

Section 3 Female Genital Mutilation Act 2003 (*Offence of assisting a non-UK person to mutilate overseas a girl's genitalia*): <http://www.legislation.gov.uk/ukpga/2003/31/section/3>

Section 5B 3 Female Genital Mutilation Act 2003 as amended by Section 72 Serious Crime Act 2015 (*Duty to notify police of female genital mutilation*): <http://www.legislation.gov.uk/ukpga/2015/9/section/74>

Section 5C 3 Female Genital Mutilation Act 2003 as amended by Section 74 Serious Crime Act 2015 (*Guidance about female genital mutilation*): <http://www.legislation.gov.uk/ukpga/2015/9/section/75>

Social Media

Section 28-32 Crime and Disorder Act 1998 (*Meaning, assaults, criminal damage, public order offences, harassment, etc.*): <http://www.legislation.gov.uk/ukpga/1998/37/part/II/crossheading/raciallyaggravated-offences-england-and-wales>

Section 4A Public Order Act 1986 (*Intentional harassment, alarm or distress*):

<http://www.legislation.gov.uk/ukpga/1986/64/section/4A>

Theft and Related Offences

Section 1 Theft Act 1968 (*Basic definition of theft*): <http://www.legislation.gov.uk/ukpga/1968/60/section/1>

Section 8(1) Theft Act 1968 (*Robbery*): <http://www.legislation.gov.uk/ukpga/1968/60/section/8>

Section 22 Theft Act 1968 (*Handling stolen goods*): <http://www.legislation.gov.uk/ukpga/1968/60/section/22>

Appendix M: Police Powers in Schools

Arresting

PACE 1984, CODE C, Notes 11D (*Arresting in school*) (Paragraph 1.5A extends this Note to 17-year-old suspects):

<https://www.gov.uk/government/publications/pace-code-c-2014>

Breach of the Peace

Breach of the Peace: http://www.hrcr.org/safrica/arrested_rights/Regina_Howell.htm

Drugs

Section 23 Misuse of Drugs Act 1971 (*Power to search and obtain evidence*):

<http://www.legislation.gov.uk/ukpga/1971/38/section/23>

Section 24 Misuse of Drugs Act 1971 (*Power of arrest*): <http://www.legislation.gov.uk/ukpga/1971/38/section/24>

Firearms

Section 1 Prevention of Crime Act 1953 (*Prohibition of the carrying of offensive weapons without lawful authority or reasonable excuse*): <http://www.legislation.gov.uk/ukpga/Eliz2/1-2/14/section/1>

Section 47(1) (3) Firearms Act 1968 (*Powers of constables to stop and search*):

<http://www.legislation.gov.uk/ukpga/1968/27/section/47>

Section 18 (1) (2) Firearms Act 1968 (*Carrying firearm with criminal intent*):

<http://www.legislation.gov.uk/ukpga/1968/27/section/18>

Section 20 Firearms Act 1968 (*Trespassing with firearm*): <http://www.legislation.gov.uk/ukpga/1968/27/section/20>

Interviewing at School

PACE 1984, CODE C, 11.16: <https://www.gov.uk/government/publications/pace-code-c-2014>

Psychoactive Substances

Section 2 Psychoactive Substances Act 2016 (*Meaning of “psychoactive substance” etc*):

<http://www.legislation.gov.uk/ukpga/2016/2/section/2>

Section 5 Psychoactive Substances Act 2016 (*Supplying, or offering to supply, a psychoactive substance*):

<http://www.legislation.gov.uk/ukpga/2016/2/section/5>

Section 7 Psychoactive Substances Act 2016 (*Possession of psychoactive substance with intent to supply*):

<http://www.legislation.gov.uk/ukpga/2016/2/section/7>

Section 36 Psychoactive Substances Act 2016 (*Power to stop and search persons*):

<http://www.legislation.gov.uk/ukpga/2016/2/section/36>

Section 39 Psychoactive Substances Act 2016 (*Power to enter and search premises*):

<http://www.legislation.gov.uk/ukpga/2016/2/section/39>

Section 41 Psychoactive Substances Act 2016 (*Powers of examination, etc*):

<http://www.legislation.gov.uk/ukpga/2016/2/section/41>

Section 43 Psychoactive Substances Act 2016 (*Powers of seizure, etc*):

<http://www.legislation.gov.uk/ukpga/2016/2/section/43>

Section 50 Psychoactive Substances Act 2016 (*Power of police, etc to dispose of seized psychoactive substances*):

<http://www.legislation.gov.uk/ukpga/2016/2/section/50>

Stolen Items on School Premises (public areas only)

Section 1 PACE Act 1984 (*Power of constable to stop and search persons, vehicles etc.*):

<http://www.legislation.gov.uk/ukpga/1984/60/section/1>

Knives and Weapons

Section 139B Criminal Justice Act 1988 (*Power of entry to search for articles with a blade or point and offensive weapons*): <http://www.legislation.gov.uk/ukpga/1988/33/section/139B>

Appendix N: School Staff Powers

Searching

Section 550ZB Education Act 1996 (*Power of search under section 550ZA: supplementary*) (as amended by *Apprenticeships, Skills, Children and Learning Act 2009*): <http://www.legislation.gov.uk/ukpga/2009/22/section/242>

Searching, screening and confiscation at school (*Advice for headteachers, school staff and governing bodies*):

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Section 550ZA Education Act 1996 (*Power of members of staff to search pupils for prohibited items*) (as amended by *Apprenticeships, Skills, Children and Learning Act 2009*): <http://www.legislation.gov.uk/ukpga/2009/22/section/242>

Section 139 Criminal Justice Act 1988 (*Offence of having article with blade or point in public place*):

<http://www.legislation.gov.uk/ukpga/1988/33/part/XI/crossheading/articles-with-blades-or-points-and-offensive-weapons>

Section 1 Prevention of Crime Act 1953 (*Prohibition of the carrying of offensive weapons without lawful authority or reasonable excuse*): <http://www.legislation.gov.uk/ukpga/Eliz2/1-2/14/section/1>

Section 1 Confiscation of Alcohol (Young Persons) Act 1997 (*Confiscation of intoxicating liquor*):

<http://www.legislation.gov.uk/ukpga/1997/33/section/1>

Section 191 Licensing Act 2003 (*Meaning of "alcohol"*): <http://www.legislation.gov.uk/ukpga/2003/17/section/191>

Schedule 2 Misuse of Drugs Act 1971 (*Controlled Drugs: Class A, B and C*):

<http://www.legislation.gov.uk/ukpga/1971/38/contents>

Section 7 Children and Young Persons Act 1933 (*Sale of tobacco & cigarettes to persons under 18*):

<http://www.legislation.gov.uk/ukpga/Geo5/23-24/12/section/7>

Section 3 Schools (*Specification and Disposal of Articles*) Regulations 2012:

<http://www.legislation.gov.uk/uksi/2012/951/contents/made>

Searching, screening and confiscation at school (*Advice for headteachers, school staff and governing bodies*):

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Section 550ZC Education Act 1996 (*Power to seize items found during search under section 550ZA*) (as amended by *Apprenticeships, Skills, Children and Learning Act 2009*): <http://www.legislation.gov.uk/ukpga/2009/22/section/242>

Behaviour and discipline in schools (*Guidance for headteachers and staff*):

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

Searching, screening and confiscation at school (*Advice for headteachers, school staff and governing bodies*):

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Searching on further education premises

Section 3 Education Act 2011 (*Power of members of staff at further education institutions to search*):

<http://www.legislation.gov.uk/ukpga/2011/21/section/3>

Section 46 Violent Crime Reduction Act 2006 (*Power to search further education students for weapon*):

<http://www.legislation.gov.uk/ukpga/2006/38/section/46>

Screening

Section 89 Education and Inspections Act 2006 (*Determination by head teacher of behaviour policy*):

<http://www.legislation.gov.uk/ukpga/2006/40/section/89>

Section 88 Education and Inspections Act 2006 (*Responsibility of governing body for discipline*):

<http://www.legislation.gov.uk/ukpga/2006/40/section/88>

Behaviour and discipline in schools (*Guidance for headteachers and staff*):

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

Section 3 Health and Safety at Work Act 1974 (*General duties of employers and self-employed to persons other than their employees*): <http://www.legislation.gov.uk/ukpga/1974/37/section/3>

Power to restrain pupils

Use of reasonable force in schools (*Advice for headteachers, staff and governing bodies*):

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Section 550A Education Act 1996 (*Power of members of staff to restrain pupils*):

<http://www.legislation.gov.uk/ukpga/1996/56/section/550A>

Behaviour and discipline in schools (*Guidance for headteachers and staff*):

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

Nuisance/Disturbance on School Premises

Section 547 Education Act 1996 (*Nuisance or disturbance on school premises*):

<http://www.legislation.gov.uk/ukpga/1996/56/section/547>

Appendix O: Further Education Powers

Searching

Section 85B Further and Higher Education Act 1992 (*Power to search further education students for weapons*):

<http://www.legislation.gov.uk/ukpga/1992/13/section/85B>

Section 85AA Further and Higher Education Act 1992 (*Power of members of staff to search students for prohibited items*): <http://www.legislation.gov.uk/ukpga/1992/13/section/85AA>

Section 85AB Further and Higher Education Act 1992 (*Power of search under section 85AA: supplementary*):

<http://www.legislation.gov.uk/ukpga/1992/13/section/85AB>

Section 85AC Further and Higher Education Act 1992 (*Power to seize items found during search under section 85AA*):

<http://www.legislation.gov.uk/ukpga/1992/13/section/85AC>

Section 85AD Further and Higher Education Act 1992 (*Section 85AC: supplementary*):

<http://www.legislation.gov.uk/ukpga/1992/13/section/85AD>

Use of Force

Section 85C Further and Higher Education Act 1992 (*Power of members of staff to use force*):

<http://www.legislation.gov.uk/ukpga/1992/13/section/85C>

Nuisance/Disturbance on School Premises

Section 85A Further and Higher Education Act 1992 (*Nuisance or disturbance on educational premises*):

<http://www.legislation.gov.uk/ukpga/1992/1/section/85A>

Appendix P: Safeguarding legislation and guidance

Working together to safeguard children (Statutory guidance on inter-agency working to safeguard and promote the welfare of children): <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Young Person Guide to Working Together to Safeguard Children:

<http://www.childrenscommissioner.gov.uk/publications/young-person-guide-working-together-safeguard-children>

Young person's guide to keeping children safe: <http://www.childrenscommissioner.gov.uk/publications/young-persons-guide-keeping-children-safe>

Section 9A Children Act 2004 (Targets for safeguarding and promoting the welfare of children):

<http://www.legislation.gov.uk/ukpga/2004/31/contents>

Section 10 Children Act 2004 (Co-operation to improve well-being):

<http://www.legislation.gov.uk/ukpga/2004/31/contents>

Section 11 Children Act 2004 (Arrangements to safeguard and promote welfare):

<http://www.legislation.gov.uk/ukpga/2004/31/contents>

Section 115 Crime and Disorder Act 1998 (*Disclosure of information*):

<http://www.legislation.gov.uk/ukpga/1998/37/section/115>

Information sharing (*Advice for practitioners providing safeguarding services to children, young people, parents and carers*): <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

Bullying at school: <https://www.gov.uk/bullying-at-school>

School discipline and exclusions: <https://www.gov.uk/school-discipline-exclusions>

Exclusion from maintained schools, Academies and pupil referral units in England (*A guide for those with legal responsibilities in relation to exclusion*): <https://www.gov.uk/government/publications/school-exclusion>

Data Protection Act 1998 (Contents): <http://www.legislation.gov.uk/ukpga/1998/29/contents>

Keeping children safe in education (*Statutory guidance for schools and colleges on safeguarding children and safer recruitment*): <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Convention on the Rights of the Child: <http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx>

Prevent Duty

Counter-Terrorism and Security Act information:

<https://www.gov.uk/government/collections/counter-terrorism-and-security-bill>

Section 26 Counter-Terrorism and Security Act 2015 (*General duty on specified authorities*):

<http://www.legislation.gov.uk/ukpga/2015/6/section/26>

Schedule 6 Counter-Terrorism and Security Act 2015 (*Specified authorities*):

<http://www.legislation.gov.uk/ukpga/2015/6/schedule/6>

Parental Responsibility

School attendance parental responsibility measures (*Statutory guidance for local authorities, school leaders, school staff, governing bodies and the police*): <https://www.gov.uk/government/publications/parental-responsibility-measures-for-behaviour-and-attendance>

Section 36 Children Act 1989 (*Education supervision orders*):

<http://www.legislation.gov.uk/ukpga/1989/41/section/36>

Sections 7, 19, 436A, 437-39, 443-447 Education Act 1996: <http://www.legislation.gov.uk/ukpga/1996/56/contents>

Section 115 Education Act 2005 (*Power of governing body to make alternative provision for excluded pupil*):

<http://www.legislation.gov.uk/ukpga/2005/18/section/115>

Sections 8-10 Crime and Disorder Act 1998: <http://www.legislation.gov.uk/ukpga/1998/37/contents>

Sections 19-24 Anti-social Behaviour Act 2003 (ASB Act): <http://www.legislation.gov.uk/ukpga/2003/38/contents>

Sections 97-111 Education and Inspections Act 2006: <http://www.legislation.gov.uk/ukpga/2006/40/contents>

The Education (Parenting Contracts and Parenting Orders) (England) Regulations 2007:

<http://www.legislation.gov.uk/uksi/2007/1869/contents/made>

The Education (Penalty Notices) (England) Regulations 2007:

<http://www.legislation.gov.uk/uksi/2007/1867/contents/made>

The Education (Penalty Notices) (England) (Amendment) Regulations 2012:

<http://www.legislation.gov.uk/uksi/2012/1046/contents/made>

The Education (Penalty Notices) (England) (Amendment) Regulations 2013:

<http://www.legislation.gov.uk/uksi/2013/757/contents/made>

Sections 2 and 155 Education and Skills Act 2008: <http://www.legislation.gov.uk/ukpga/2008/25/contents>

Exclusions

School exclusion (*Exclusion from maintained schools, academies and pupil referral units in England*):

<https://www.gov.uk/government/publications/school-exclusion>