

**POLICY ● RESEARCH**



**Central Monitoring and Evaluation of the Safer Schools  
Partnership Programme**

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**POLICY RESEARCH BUREAU**

**Appendices**

**Final Report to  
The Youth Justice Board**

## Appendix 1 Methodological

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- (a) Survey of young people: *Ethics and ethical protocol*
- (b) Survey of young people: *Time One achieved sample and Time Two achieved sample*
- (c) Survey of young people: *sample of questionnaires*  
(See separate PDF file's)
- (d) Group discussions with young people: *variables for selection*
- (e) Group discussions with young people: *topic guide*
- (f) Qualitative interviews with head teachers: *topic guide*
- (g) Semi-structured interview for police officer/SSP project worker:  
*schedule*
- (h) Qualitative group discussion with police officer: *topic guide*
- (i) Difficulties with crime data collection
- (j) Difficulties with behavioural incidents data collection
- (k) Template for cost/input data (not analysed)

## The survey of young people

### (a) Ethics and Ethical protocol

As the research required administering a questionnaire to pupils at schools and asking them to self report on a number of potentially sensitive dimensions of behaviour we drew up a thorough ethical protocol for the conduct of the survey which can be viewed at Appendix 1a. School heads were asked to act with 'duty of care' for the young people and give consent for researchers to invite pupils to participate in the survey. Pupils were also given the opportunity to opt-out of the survey after a thorough introduction to the study and its purpose before the start of data collection<sup>1</sup>.

Data collection was in class-room session, under 'exam' conditions, and supervised by researchers in order to be available if pupils had difficulties completing the questionnaire, and to guarantee confidentiality and anonymity - assuring pupils that their responses will only be seen by the research team and not by teaching staff

In most cases a class teacher either stayed in the session or irregularly glanced in at the sessions. Depending upon ability and age the Time One survey took between 20 and 45 minutes for pupils to complete, and slightly less time at Time two. The format of the survey included allocating individual serial numbers to each pupil: a process that was completed when the schools had helped select a class in each year group and provided a class register. Thus no names or other identifying information appeared on the questionnaires. A brief introduction was given to the pupils about the research, the aims of the survey, how to complete the questionnaire, confidentiality and anonymity. Once this had been explained, pupils' names were called out and each pupil was given their form and an envelope to return it in when completed.

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<sup>1</sup> Four pupils opted out at Time one and no one opted out of the Time two survey.

## Draft protocol

### Ethical research conduct for studies involving primary data collection

#### General principles

The Policy Research Bureau (PRB) is an independent, not-for profit research centre specialising in applied social policy research in the area of children, young people and their families. We are a Department of The Dartington Hall Trust, a charity registered in England (No: 279756). Our mission is *to contribute to current theoretical, policy and practice debates in our field from an evidence-based, scientifically robust perspective*. We are committed to maintaining the highest standards of ethical research conduct in our work. This means we will not accept research commissions that do not meet the following criteria:

- Likely to enhance or deepen knowledge and understanding of social policy issues in general **and/or**
- Likely to produce information of use in improving the way services are designed, planned or delivered
- Methods to be used conform to generally accepted responsible, professional research practice and are not likely to do personal harm to any respondent. Where the subject of the research is sensitive and participating in a study may have emotional (or other) consequences for respondents, these have been thought through and taken account of in the design of the study. In addition, the likely benefits of the research are considered to justify any potential risk to respondents, and potential respondents are able to make a free and informed judgment about whether or not to take part
- Methods to be used conform to the highest possible standards of scientific rigour within the field of social research, including maintaining appropriate standards of objectivity and neutrality in the presentation of results.
- Commissioned by a reputable sponsor for non-commercial use (ie not commissioned for private gain)
- Open to scrutiny by our peers. This means our work is publicly and clearly attributed to us, and a balanced account of results from the study, approved by us, is intended to be put in the public domain in accessible form. The sponsor is committed to sharing the learning from the study with the wider practice, policy and scientific community

Our commitment to ethical research practice also means we will design and conduct work that strives to uphold the following key elements:

## 1. Confidentiality

- 1.1 The data provided by individuals as part of a research study will be safeguarded by us. Except in specific circumstances to be agreed in advance<sup>2</sup>, the data will remain private and confidential to the research team (those individuals and organisations employed by or contracted with PRB to carry out the research), and will be used only for research purposes. Any exceptions will be clearly communicated to respondents in advance; see below, section on Informed Consent.
- 1.2 In general, unless agreed in advance, individuals providing data as part of a research study will never be personally identifiable in outputs (e.g. publications, presentations) arising from the study. Quantitative data will be presented in aggregated form that does not make it possible to distinguish the response of any individual respondent. Qualitative data (e.g. direct verbatim quotes and case histories) will always be reported in anonymised form, and where necessary disguised (e.g. locations, institutions, job titles).
- 1.3 All paper, computerised and taped data will be stored in accordance with the requirements of the Data Protection Act (1984).

### *Special issues for the Central Monitoring and Evaluation of the SSP:*

*General:* This study requires the collection of some sensitive data about young people's personal circumstances and behaviour (e.g. we will ask young people to self-report on victimisation and perpetration in relation to antisocial behaviour, inside and outside school. We will do this by survey methods, and in qualitative group discussions. To ensure that young people feel able to give an honest account of their experiences, we will undertake NOT to pass on any information that could identify individual young people back to schools, the police, the sponsoring body or any other agency. Results from the study will only be reported at the end of the study period, as part of the final report, and will be published in aggregate form. If identifying a school or SSP project might compromise the anonymity of young people, we will disguise this information in any outputs.

*Survey:* The methods to be used for this part of the study will ensure that the data young people provide will only be seen by the PRB research team. It is intended that a researcher will distribute questionnaires and supervise the completion of the forms within schools along the principles of 'exam' conditions (ie no conferring with other pupils). When young people have completed their questionnaire, they will seal the forms inside envelopes provided by us, and the researcher will collect these and take them back to base for processing and analysis. The forms that young people complete will be identified only by a unique, coded serial number. No individual names, addresses, other geographical location information or school names will be written on these forms.

*Group discussions:* Similar principles apply. Young people taking part in groups will be asked to agree to respect the confidentiality of each other's information. Any tapes and transcripts of the discussions that contain identifying information will be held securely and only seen by the research team. No information arising from the group discussions will be passed on to any other party or published in a form that could reveal the identity of the participants.

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<sup>2</sup> See section on Child Protection and Related Risks, below.

## **2. Sensitive issues**

- 2.1 Much social policy research is concerned with especially sensitive issues (crime, child abuse, substance misuse etc). Moreover, almost any issue may be 'sensitive' to someone, and it can never be assumed that a topic will be innocuous to all research participants.
- 2.2 We will always consider what support can be offered to respondents in dealing with any potential emotional consequences arising from participating in a study. We will always ensure that all staff involved in data collection are adequately briefed / trained in how to deal with situations that have the potential to cause distress to respondents, including knowing how to behave sensitively towards respondents, understanding and communicating professional boundaries (ie that researchers are 'listeners', not therapists), how to assess whether interviews should be terminated etc.
- 2.3 In general, we will always consider how information can be made available to all respondents about places and people from whom they can get appropriate professional help and advice in dealing with any issues the research may raise. Often this may involve producing written leaflets about local and national helping agencies, which we leave with respondents after a data collection session.

### *Special issues for the Central Monitoring and Evaluation of the SSP:*

We will ensure that all pupils who take part in the schools-based survey know who they can contact within or outside the school to discuss issues arising. We will discuss with each school before the survey starts how best to do this, depending on the provisions already existing in participating schools.

## **3. The right not to be excluded from research**

- 3.1 Wherever possible, respondents should be given the opportunity to take part in a study for which they have been sampled. The right to take part in research is as important a principle as the right to decline.
- 3.2 Wherever feasible and practical, we will make efforts not to exclude respondents from taking part in a study for which they have been selected, for example for reasons of literacy, language, disability, or practical constraints. We will always try to anticipate these issues when designing a study, discuss them with funders, and make provision for them if we can.
- 3.3 However, it is often the case that sponsors cannot or will not meet the extra costs associated with accommodating the needs of special groups (for example, the costs of translating materials or providing interpreters). In addition, the timescale of the study sometimes makes it difficult to accommodate special arrangements for data collection. In these cases, it may not be possible to include everyone.

*Special issues for the Central Monitoring and Evaluation of the SSP:*

We would like to ensure that all pupils who are selected are able to take part in the schools-based survey. Where literacy or other issues make it impossible for a young person to self-complete a questionnaire, we are able to offer 'assisted completion' with the researcher providing confidential help during and/or outside the main data collection session. We will discuss with schools any practical issues arising from this before carrying out the survey, and will take advice from school staff on who might need or want this kind of help, and how to offer it in a 'non-stigmatising' way.

#### **4. Informed consent to participate in research**

- 4.1 Ensuring that all potential research participants are in a position to give informed consent to take part in a research study is fundamental to the ethical conduct of social research.
- 4.2 The aim of informed consent is to empower research respondents to decide whether to participate or decline to participate from a position of knowledge and understanding of the relevant facts.
- 4.3 Before any research data are collected, all research participants in PRB studies (child or adult) will have explained to them in appropriate language, and will be asked to indicate that they understand:
  - the purpose of the research in general
  - the intended uses of the specific information they provide
  - the identity of the funder on whose behalf the research is being carried out
  - the independent relationship of the researchers both to the funder and to the place in which they are being approached
  - the potential benefits of the study
  - any potential risks to participants
  - the fact that participation is voluntary
- 4.4 Some groups (e.g. very young children) may be considered unable to give informed consent to take part in research with full comprehension of all of the above. In addition, for all children below sixteen years old, the age at which young people can give consent in their own right to take part is a matter of debate. Where this is the case, someone else (e.g. a parent or carer) will be asked to give 'proxy' consent. However, *whether or not* parent/carer consent is sought, a *separate* opportunity for the child himself or herself to agree or decline to take part, taking into account age and cognitive ability, will always be provided by us. If a child declines to take part, this will take precedence over proxy consent given by a parent or carer.
- 4.5 A clear explanation of the position regarding confidentiality of research data for any given study is critical to informed consent. If there is any possibility that information disclosed as part of the research may be passed on to other individuals in a way that could or would identify the source of the information, respondents must be told this. Respondents should be warned that accordingly, they may want to be cautious about what they reveal to the researchers.

4.6 Respondents should be free to decline to participate in the study (or any part of it) without fear of adverse consequences. We will always explain that participation is entirely voluntary, and that respondents can withdraw agreement to participate at any point.

*Special issues for the Central Monitoring and Evaluation of the SSP:*

Seeking informed consent will have two elements in this study. (1) In the case of collection of data in schools from young people under the age of sixteen, we will ask head teachers to give permission for this to go ahead 'in loco parentis'. Heads will be able to review the survey questionnaire and are most welcome to discuss in as much detail as they like the procedures to be used to collect, process, analyse and report the data from the study. (2) In addition, the researchers will seek direct consent to participate from young people themselves. Young people will be told before data collection commences in a classroom 'briefing session' led by the researcher that they do not have to take part in the study. They will also be told how to decline to answer any of the individual questions that form part of the survey, simply by skipping over them to the next question.

## 5. Child protection and related risk issues

5.1 The procedures for responding to the uncovering of information with child protection or other grave implications will vary from one study to the next. The appropriate protocol will be agreed in advance with sponsors (and, where relevant) the appropriate ethical committees for each individual study, taking into account each study's particular objectives and circumstances.

5.2 In general, it is our preference to offer confidentiality to research respondents, where possible.



self-harm or suicide risk, etc. We may sometimes advise that it may be better not to carry out the research at all than to attempt to collect data under seriously compromised conditions.

- 5.5 However, if respondents disclose seriously worrying personal circumstances to researchers in the course of a research interview, the researcher will always satisfy themselves (by asking directly) that the respondent knows where he or she can access appropriate advice and support. With young or vulnerable respondents, PRB research staff would always encourage people to find someone trusted to talk to in these cases. Information leaflets may be utilised (see above, Sensitive Issues)
- 5.6 In general, staff at independent research centres are not bound by law to report suspected child abuse, should they uncover this as part of their work. The same applies to evidence of other illegal activities (e.g. offending, substance misuse). However, in rare cases it has been known for research data to be subpoenaed by the police as part of criminal investigations.

## **6. Safety of researchers, and professional conduct**

- 6.1 PRB takes the personal safety of its researchers very seriously. Though it is not possible to conduct empirical social policy research in an entirely 'risk free' environment, we take all possible measures to ensure that researchers do not unnecessarily place themselves in conditions of risk.
- 6.2 PRB researchers work in teams and inform each other of their whereabouts during working hours. They call in to confirm personal safety after interviews are completed, especially after data collection sessions in non-public situations (e.g. depth interviews taking place in respondents' own homes).
- 6.3 We will not continue with research activities where our researchers are placed in obvious physical danger either by the behaviour of research participants or because of the risky nature of research locations.
- 6.4 Research staff are responsible for acting with regard to their own personal safety when out in the field. They should also have regard to the safety of research respondents. They should ensure that they do not carelessly put themselves, or respondents, in dangerous or potentially compromising situations.
- 6.5 It is PRB's intention to ensure that all research staff involved in direct data collection with young people are 'cleared' for this work using the Disclosure process operated by the Criminal Records Bureau.<sup>3</sup>

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<sup>3</sup> In progress at present.

## 7. Ownership of research data

- 7.1 In general, and unless specified in the contract between PRB and the research sponsor, ownership of aggregated datasets will remain with PRB.
- 7.2 Once data are 'captured' (e.g. on paper, on computer, on tape etc), respondents have the right to withdraw their own individual data at any point up until the results are placed in the public domain (e.g. through publication).
- 7.3 PRB supports the principle of facilitating further scientific enquiry (e.g. peer scrutiny and secondary analysis of research results for non-commercial purposes) through the depositing of completed, anonymised datasets in approved national archives such as those maintained by the Economic and Social Research Council. Sometimes this is a condition of research funding. Where this is the case, this should be explained to respondents before data collection begins. Archives operate strict rules about who may have access to the anonymised data (ie *bona fide* researchers only).
- 7.4 In some studies, samples of respondents may be followed up over time. Where we (or our sponsors) intend to re-contact respondents to take part in future waves of data collection or in future research studies, we will always try to seek respondents' prior permission.
- 7.5 Except for approved research data archives, we will never pass research data or information about research participants to anyone outside PRB unless we have respondents' express permission to do so.

## 8. Data protection

- 8.1 PRB is registered under the Data Protection Act (1984), registration number: X4274004. We undertake to observe approved practice in this regard.
- 8.2 The Act requires that master lists of names and addresses to be held securely and separately from other data files. Only members of the research team will know how to link individual information provided by respondents to information that can identify who the respondents are.
- 8.3 In general, we keep all raw data for at least three years after a study has finished. Before we destroy any archived data, we will inform the sponsor of that study.

## **9. Other Ethical Codes and Guidelines observed by PRB**

- 9.1 PRB observes the Ethical Guidelines (2002) of the Social Research Association.
- 9.2 In addition, some staff may observe guidelines and codes for research produced by professional associations to whom they belong as individual research practitioners, including the British Sociological and British Psychological Associations.
- 9.3 PRB is currently engaged in a project to develop internationally validated guidelines for ethical research practice with children and young people with a group of like-minded research centres from both developed and developing countries.

## **10. Comments and feedback on this draft protocol**

This is a draft document and a 'work in progress'. All comments and feedback will be gratefully received. Please send or email your comments to Dr Deborah Ghate, Co-Director, email: [dghate@prb.org.uk](mailto:dghate@prb.org.uk)

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## **(b) Survey of young people: Time One and Time Two response rates**

### *'Before' survey (Time One: October 2002 – January 2003)*

The Time One, baseline school survey was administered to one class in each year group at the evaluation schools. The schools that completed the survey included:

- All four YJB/ACPO schools
- Six 'other' SSP schools (non YJB/ACPO)
- Two non-SSP comparison schools

In total the Time One survey was administered to 56 individual classes: 1,175 pupils, out of a possible 1,479 students who were eligible to take part (a 79% response rate).

### *'After' survey (Time Two: May – July 2003)*

In total the Time Two survey was administered to 45 individual classes: 859 pupils. This was equivalent to 63% of the children who had provided a T1 interview and were eligible to take part. Where possible, the Time Two survey was administered to exactly the same pupils as had completed the Time One survey. The repeat survey took place six months after the first and was administered in a similar manner to the first survey.

## (d) Group discussions with young people: variables for selection

### Box 1: Keys variables for pupil selection

<p><b>Key Variables</b></p> <p>1) Location</p> <p><b>North</b> a) School B: an example of where YJB/ACPO model has worked well and where the Police Officer is working with an identified group of 'at-risk' pupils</p> <p><b>Midlands</b> b) School E: a school where the police officer covered a split site school and had previous involvement with the school prior to the SSP appointment.</p> <p><b>2) Age</b> We endeavoured to recruit groups of pupils that were representatives of the different Year Groups: 7, 8, 9, and 10.</p>
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The box Below (Box 2) outlines the sampling strategy:

### Box 2: Selecting the pupils for the qualitative group discussions

	Male	Female
<b>Age</b>		
Year 7 (School B)	4/5	4/5
Mixed Year groups (School B 'at-risk' group)	4/5	4/5
Year 9 (School E)	4/5	4/5
	12/15	12/15
<b>Ethnicity</b>		
White	9/10	9/10
Black	3/4	3/4
Asian	3/4	3/4
Mixed/Other	1/2	1/2
<b>Location</b>		
School B	16/20	
School E	8/10	

Central Monitoring & Evaluation of the Safer School  
Partnerships Programme

**Topic Guide (Qualitative Group Discussions with Young People)**

**Key Objectives:**

- ⇒ Explore the effect of having a police officer in the school.
- ⇒ Identify young peoples' experiences of having a police officer in the school.
- ⇒ Identify whether young people's attitudes towards schooling and the police has changed since the start of this scheme.
- ⇒ Come away with a sense of how safe the young person feels in their school environment.
- ⇒ Draw out key messages for good practice.

**1. Introduction**

- Name - confirm age and yr group
- Do you know why you were asked to come here? who asked you and how were you chosen
- Length of time at school
- Length of time in area
  
- Describe school and area
  
- General opinion of school, area, police - what was it like a year ago compared to now?
- General attitudes towards the police
  - Thinking back to last year (before you have a police officer at the school) which five words do you think you would have used to describe the police?
  - Now that you have a Police Officer attached to the school which five words would you use to describe the police?
  - How do you feel your attitude towards the police has changed from last year?
  - What do you feel is different about the officer at your school and the police in general?

**2. The Police Officer**

- Are they aware of Police Officer
  
- How was the Police Officer introduced to them
  - What do they think about having a uniformed officer?
  - Did they know the Police Officer before SSP? i.e. community officer at school

- Why do you think a Police Officer is here
  - How would you describe the Police Officer - personal attributes/personality
  - How do you refer to the Police Officer - what do you call him?
  - Would you like to do a job similar to his? How do you feel the Police Officer feels about working in this school?
- Have they ever met the Police Officer
    - If yes, what did the meeting entail? Formal/informal
    - If no, would they approach the police officer?
    - Do they feel comfortable approaching him?
    - How do you feel about having the Police Officer at the school
  - When do they most likely see the Police Officer? - mornings, lunchtimes, after school
  - Where is the Police Officer's office? What does it look like? How would you describe it? (Friendly/nice place to talk to Police Officer/been in it?)
  - In what instances would they see the Police Officer rather than a teacher
  - Does the Police Officer teach or take any formal classes - if so which ones
  - How would you feel if you didn't have a Police Officer
  - What has the Police Officer done since he has been here? good job, paperwork
  - Has the Police Officer( done anything +ve or -ve that has surprised you
  - Do you have a chance to talk to Police Officer about what you want them to do
  - Is there anything you wouldn't tell the Police Officer or any situation where you feel Police Officer couldn't help?
  - How much time does Police Officer spend in school - what else does Police Officer do (in or out of school)?

### **3. The Safer Schools Partnership Programme**

- What do they think about schemes such as SSP
  - Is there a need
  - Why is there a need
  - Had any contact with project worker/administrator
  - What do they think about having a police officer in their school?
- What does the officer do - describe a typical day (include examples of what the Police Officer has done)
- What do *they think* the officer should do (if different from above)
- 3 best things about having an officer in school
- 3 worst things about having an officer in the school

- Have you told parents about Police Officer - what did you say/what was their reaction?

#### **4. The learning environment**

- Has behaviour changed in the school
  - Do you feel safer
  - Does it make a difference to the learning environment
  - Has the Police Officer made any difference to learning in the classroom - has Police Officer taught any lessons (which ones/what were they like?)
  - Has Police Officer changed your perception of the school - made any difference (i.e. want to stay at school longer)
  - Have you done any after-school out-of-school-hours activities with Police Officer (which ones)

#### **Aims of Police Officer**

- Bullying - any change noted?
- Distribute aims list

#### **5. SSP into the future**

- Does the officer make a difference?
- In an ideal world what would their SSP look like?
- Why do you think the scheme has been launched/ will anything change?
- If you were Prime minister to help improve school and had unlimited money what would you do



## Central Monitoring & Evaluation of the Safer School Partnerships Programme

### Topic Guide (Depth Interviews with Head Teachers)

School Serial No - .....

#### **Key Objectives:**

- ⇒ Gain a sense of what it is like to be a pupil/ member of staff in this school and its surrounding community.
- ⇒ Explore initial process and implementation issues of SSP.
- ⇒ Identify overall expectations of SSP.
- ⇒ Identify any changes already noted.
- ⇒ Examine the role of multi-agency communication.
- ⇒ Come away with a sense of how the school feels about the programme (positive or negative?).

#### **1. Introduction**

- Introduction to PRB
- Introduction to study (if need)
- Explain Sample
  - schools in different parts of country
  - different models *including comparative* look at number of schools that are not running the SSP programme
- Evaluation is looking for messages of good practice as well as highlighting the barriers and enabling factors of the SSP programme.
- Controversial Initiative
  - spoken to a variety of people, mixed feelings, so interested in hearing what they THINK
  - hope they can be *frank and honest*. Confidential, identity not traceable
- Explain about confidentiality and tape recording

#### **2. About the head**

- Numbers of years been a head
- Number of those at this school

**10 mins**

### 3. Background to school

- How would you describe your school
  - level of deprivation
  - ethnic mix
  - attainment levels - overview
  - teaching staff – how easy is it to be a teacher in this school, staff morale
  - recruitment and retention
- How would describe ETHOS of school
  - outlook on truancy, bullying, drugs etc
  - strict?
- Broad description of community
  - poverty
  - crime
  - housing
  - parental involvement
- Is this a well-funded school?
  - Initiatives involved in?
- Offer any out-of-school-hours activities and take up e.g. Splash
  - How involved pupils are, levels of participation etc.

### 4. About the school (*more broad*)

- How does the school support the transition from primary to secondary school e.g mentoring
- What types of problems have the school had
  - drugs
  - anti-social behaviour
  - attendance
- School's strengths and weaknesses
- Attitude towards working with the various initiatives
  - positive/negative in general?
  - welcome money?

**30 mins**

## 5. About SSP

### **Implementation**

- How did school come to be involved – how/why was school selected by LEA?
- How much of a need was there for a provision of this sort
  - link to problems discussed above
- Brief summary of what shape SSP will take in school
  - how going to do it?
  - how think might develop? (*if not already up and running*)
- Finance – what involved, where from etc
- Protocols followed?
  - Guidance for YJB/ ACPO model
  - Have ‘other’ schools seen it? What think of it?
- Training for SSP – for staff and P.O.
  - what training had?
  - what training planned?
  - what training need?
  - Centrex Training? Opinions
  - did this meet their *expectations* of training and support for SSP?
  - For YJB/ACPO model – how helpful have Central & Local Supporters been?
- Barriers and enabling factors in setting up SSP
  - what is helping at the moment? (*NB. process still new*)
  - problems experienced?

### NB – CONCRETE EXAMPLES

- Attitudes towards working with police
  - how *appropriate* is it to be working with the police in this way?
  - history of working with police?
  - if not, why not ...

45 mins

### *Early Experiences of SSP*

- Discuss role of each member of staff involved in project
  - Police Officer
    - In what capacity is the PO at the school e.g full time, 1 day a week etc
    - How will/does school work with PO
    - Did the school/head already know the police officer
  - Deputy Head
  - Admin
  - Project/Behavioural Worker
- Describe a typical SSP day (if not already discussed)
- Any changes started to show yet? CONCRETE EXAMPLES

**55 mins**

### *Aims & Expectations*

- How was it introduced to school and what was general reaction of pupils/staff
- Was it put across to parents (letter etc, any copies?) Reactions?
- What does school see as main aim of SSP and PO's role and responsibility
- What are the general expectations of SSP?
  - for the school as a whole
  - for the pupils (impact on behaviour; attendance; attainment)
  - for the staff
  - for the community
- *If YJB/ACPO model*
  - reaction to be selected, keen from beginning?
  - what is it like for them working with the YJB?
- Children at-risk of victimisation, offending, social exclusion - how do they see this particular group benefiting?
- If not discussed - summarise what are the concrete changes they *expect* to see?

**70 mins**

### *Communication with other Agencies*

- Which agencies will the school be working in partnership with
  - e.g. Connexions, Education Welfare Service, CMHS, Social Services, Other schools, Youth Service, Community Grps, Drugs Service, Primary Care Grps
  
  - How were these links made – were they always there
  - How will these partnerships work in practice – adv/disadv?
  - What will this mean for the school?
  
- Communication with Police
  - who working with in local police force?
  - high level/ grass root communication?
  
- Do they feel that the LEA is being supportive?

**80 mins**

### **6. Conclusion**

- Who stands to benefit most from SSP
  - school
  - pupils in general/ certain grps of pupils
  - community
  
- Overall expectations – how expecting it to evolve
  
  
- Major hopes and anxieties?
  
  
- As far as the evaluation is concerned – what do they think we'll find?
  
- Anything that we haven't asked you about SSP that you would like to talk about?

**90 mins**

Central Monitoring & Evaluation of the Safer School Partnerships Programme

**Topic Guide (Semi-Structured Interviews with key people involved in SSP)**

School Serial No - .....

**Key Objectives:**

- ⇒ Explore initial process and implementation issues of SSP.
- ⇒ Identify overall expectations of SSP.
- ⇒ Identify any changes already noted.
- ⇒ Examine the role of multi-agency communication.
- ⇒ Come away with a sense of how the person feels about the programme (positive or negative?).
- ⇒ PROBE for concrete examples throughout.

Name .....

Job Title .....

**1. Introduction**

- Explain research study (*if need*, particularly with ‘Other’ Schools)
- Stress that evaluation is looking for messages about promising practice as well as highlighting the barriers and enabling factors of the SSP programme.
- Explain about confidentiality and tape recording – hope they can be *frank and honest*, all data will be treated confidentially [clarify that no individual will be identified in the report].

Tape Counter

**2. Background to interviewee**

- How many weeks has SSP project been operational in school so far?
- How get SSP job
- Did they have to apply / ‘designated’ to role?

- How long have they been in their current profession
  - *For PO* , been anything other than a PO? [worked directly with children before?]
- What were they doing previously / for how long?
- Did the school already know them/work with them?
  - If so how and in what context?
- What did they know about the school before going into job? [issues school faced etc]

### 3. Early Experiences of SSP

- How do they define their role?
  - What do you think you are here to do? What your agency is there to do?
  - how do they think others see their role?
    - Head Teacher
    - staff
    - pupils
    - parents
  - any confusion as to what their role incorporates? i.e Clarity of role

[probe for any differences in opinion; tensions; clashes etc]

- *If not PO* - What do they think about the police and their role?
- Who's their Line Manager?
  - how often meet / what form do meetings take / who present?
- Who do they work with on a day to day basis re. SSP?
- Availability to concentrate on SSP (particularly if 'Other' school)
  - In an average week, how many hrs is spent on SSP project
    - directly with the children
    - on admin/meetings etc
    - other
  - Issues around availability? Time problems encountered?
- *YJB/ACPO* - Do they have an Action Plan? (*Key Points*)
- *If PO*
  - Been accepted into the school? (Reaction from staff/pupils/parents)
  - General attitude towards police in school/community?

- YJB/ACPO
  - how well do Project Team work together / when meet / any team issues?
  - how see other key workers' role?

- Discuss Support system in place (from school, police, BIP, LEA etc)  
[be concrete about who offers support and how]

#### 4. Getting Started on SSP

- What were their initial expectations / assumptions of SSP
- Following the protocol
  - any early anxieties?
  - seen Guidance? Impressions?
  - how helpful? / hard did they think SSP was going to be?
- Training for SSP
  - What training had?
    - who provided / when / where?
    - *adequacy* so far – training for working with young people/in schools/ drug abuse/child protection etc
  - What training planned?
  - What training *need* and why? [probe for above key dimensions]
  - Meet their expectations? - What helped / what didn't?

*(Identifying Barriers and Enabling Factors)*

- What *has* gone well so far and why? [probe what helped]
- What *hasn't* gone well so far and why?
- Any unexpected aspects [positive or negative]
- CONCRETE E.G's



## 5. Aims & Expectations

- Has SSP been formally introduced to the school/parents/public?
  - Reactions from pupils/parents/public good or bad so far?
- What are the general expectations of SSP?
  - For the pupils (impact on what?)
  - For the staff
  - For the community
- Further changes they expect to see?

## 6. Identifying those 'at risk'

- *YJB/ACPO*
  - have they identified the 50? Does this seem a valid system?
  - what role do *they* play in working with the 50?
  - how identified? What was their part in this?
- *Other*
  - have they identified any 'at risk' individuals they want to concentrate on?
  - what role do they play in working with these individuals?
  - how identified? What was their part in this?
- How do they see this particular group benefiting?
- Any impact (good or bad) so far? CONCRETE EXAMPLES

## 7. Communication with other agencies

- Which agencies have the school been working in partnership with for *SSP specifically*
- How will these partnerships work?  
[probe for frequency of meetings / shared documentation and systems etc.]
- How did they inform the agencies of SSP and its new role in the school? (e.g. via letter)
- Communication with police – improved?

## 8. Conclusion

- Hopes and anxieties?
- Who stands to benefit most from SSP?
- Are there any risks and potential disadvantages attached to SSP?
- As far as the evaluations concerned – what do they think we'll find when we come back in 6 months?
- Anything that we haven't asked them about SSP that they would like to talk about?

*Thank them for their help and explain how data are being used / assurance of confidentiality*

## Central Monitoring & Evaluation of the Safer School Partnerships Programme

### Topic Guide (Qualitative Group Discussions with Police Officers)

#### Key Objectives:

- ⇒ To get PO view of operation of SSP, what has worked well, and what less well (incl VFM)
- ⇒ To understand PO view of how (well) partnership works
- ⇒ To get feel for evolution of projects over pilot year
- ⇒ To identify key challenges for POs, how they faced them and if they overcame successfully
- ⇒ Identify PO views of successful and less successful practice
- ⇒ To get PO views on how SSP could be improved in future

#### Introduction and warm up

- Introduce researchers and purpose of group
- Confidentiality, how data will be used and presented, and request to tape
  
- Group members to introduce selves (name, school, role)
- What were group doing before SSP?

#### Background/orientation

- Describe how SSP project operates in each school (briefly!), and what their schools are like (*how challenging an environment is it*)
- Has the project changed much over the last year?
  
- Describe a typical day (*is there such a thing?*)
- Guestimate proportion of time spent in different activities each week (f2f, admin, management; & balance of targeted (AR) work vs whole school work)
- How do they describe their role (*what are they there to do? Probe crime prevention vs pastoral support elements; one-to-one work vs community building etc; what objectives do POs work to?*)
- Has it turned out to be how they expected? (probe initial expectations, evolving views etc)
- Do they like their job? (*Brief – to ascertain range of feelings in group*)

### **Working with the school**

- Who at the school has been involved (*probe for closeness of involvement, how hands-on etc*), and how?
- How is the joint work 'managed' (*probe for structures – eg meetings, supervisions etc*)
- How would they describe their working relationship with the school? (*Probe for high and low points, challenges and frustrations, problems overcome etc*)

### **Working with other partners**

- Are other agencies or individuals involved? (*Probe for who and how*)
- How has this work been managed?
- How has it gone? (high and low points etc)

### **Working with/in police**

- *If not already come out:* level of police 'control' over POs work – are they still an operational PO or something different? (*probe for level of contact with other police colleagues, support and management issues etc*)
- How do their colleagues see them?

### **Communication within SSP (e.g between projects)**

- How much of this has there been (describe )
- Enough/insufficient?
- Central guidance (what are they aware of, how closely do they follow)

### **Training and preparation for the SSP role**

- What are the core skills an SSP PO requires? (Can these be taught or are they 'innate'? (*Probe for issues related to 'youth' context*)
- How much training had POs had? Felt adequately prepared or not? *Probe for examples of any sits for which poorly prepared*

### **Key challenges and problems**

- How would they define these in each school? (*Record on flip chart; isolate common and special issues*)
- Is there anything in particular that makes their job especially difficult?
- How have they gone about tackling problems? (*Probe for concrete examples*)
- Can they identify any examples of things that 'don't work' (things tried and abandoned; unsuccessful experiments etc)
- As SSP nears end of first year, which challenges are still pressing issues, and why? (*Probe to find out how things may have changed since the beginning*)
- What do POs need in order to tackle these issues (*probe – resources, training etc required*)
- Is SSP the right model to address these challenges?

### **Key successes and high points**

- If group had to say what their key achievement to date has been, what would it be? (*probe concrete examples and how achieved*)
- What do they think are the key elements of good practice in this area of work?

### **Looking forward**

- Has SSP 'worked'? (*why/why not? – probe specific objectives – safer school environment; learning environment; community cohesion; crime prevention*)
- If they were (re) designing SSP, what changes would they make (*probe specific issues: remit and objectives, partnership working, management, resourcing, communications etc*)
- How could training be improved in future? (If designing a course, what would it cover)
- Has SSP been good VFM?
- Should it continue? (*why/why not? in what form?*)

### **Close and thanks**

- Any important issues we haven't covered?
- Thanks

## **(i) Difficulties surrounding data collection of area level data on crime**

During the Time One data collection period, a number of challenges arose when it came to the completion of area-level crime data. It was apparent that forces found it difficult to extract data about youth crime at beat level.

The following points sum up the problems we came across:

- It was not an easy task to locate an individual in a particular position in the force to provide the data we needed. Varying levels of rank completed the templates, it was our intention that a Performance Information Officer would do so.
- Not all forces have been using electronic methods of recording for long and so some are still working with paper records. To provide the data we requested, these forces would have physically had to go through thousands of records, clearly not feasible.
- Some schools crossed several beat areas, making it impossible to standardise the area unit of data collection.
- Young people may attend school in one beat area but live in a neighbouring beat. Therefore, one can only measure youth crime in an accurate way by matching individual young people in schools with beat areas. This would be extremely difficult to do within the design of this evaluation.
- It became apparent that some forces' crime recording systems did not allow interrogation to identify victims or offenders by their ages. The attached table shows, in aggregate form, the number of offences in each category for all schools. A large number of ages are not known and therefore no meaningful analysis of offences by age of offenders is possible.
- Most forces were unable to provide figures on persistent young offenders. We will have to approach the Yots for that information.

A number of forces commented on how '*extremely difficult and time consuming*' this task had been for them to collect the data in the format required, because of the problems listed above and the difficulty in identifying a standardised method that would work for all forces.

## **(j) Difficulties surrounding data collection of behavioural incidents**

During the Time One data collection period, a number of challenges arose when it came to extracting information on pupil behaviour and the numbers of behavioural incidents that required staff intervention.

The following points sum up the problems we came across:

- Schools did not have a standard definition for what was a behavioural incident – most were awaiting DfES guidelines on this
- Schools did not have a standardised approach to recording and storing information on incidents
- Where there were standardised approaches in schools, this evolved during the evaluation so categories of recording incidents differed month to month
- There were differences in the way staff interpreted definitions of behavioural incidents – some incidents were not recorded due to staff discretion
- Some incidents featured highly on certain schools agenda e.g. one school with a high ethnic mix had a host of categories under which it recorded racist incidents. This included racist remarks, teasing, removing another pupils religious head scarves etc.
- Numbers of incidents were not kept on an electronic database, most schools had '*staff call-out forms*' or '*report forms*' that were kept in individual pupils school files
- In a couple of school there were certain steps taken before a formal behavioural incidence form would be completed e.g. a serious incident would be referred from the class teacher to the head of department, who would then inform the head of year who then forward the details to a senior member of staff. Unless the incident reaches the senior member of staff no form is completed or further action taken

A number of schools commented on how '*impossible and time consuming*' this task would have been for them complete, because of the problems listed above and the difficulty in identifying a standardised method that would work for all schools.

**Central Monitoring and Evaluation of the Safer School Partnerships Programme (SSP):  
MONTHLY ACTIVITY LOG**

**Activity log for SSP Project: Month 1<sup>st</sup> September - 30<sup>th</sup> September 2002**

Person - <u>name</u> and <u>job title</u> (e.g. Police Officer, SSP link worker, SSP Project Worker, SSP Administrator, Member of school staff or someone else)	Who employs this person? (E.g. school, police, LEA or someone else)	Number of hours spent on SSP work during this month (including preparation time, meetings etc.)	Number of these hours spent in face-to-face contact with pupils	Percentage of paid/salaried hours /week worked on SSP	Salary/wages (please give gross salary/wages [before tax and deductions] and specify payment period)	
					£	Tick
Jane Taylor (Police Officer)	Police	35 per week 140 per month	70	100%	£25, 000	Tick
					Hour	
					Week	
					Month	
					Year	✓
					£	Tick
					Hour	
					Week	
					Month	
					Year	
						Tick
					Hour	
					Week	
					Month	
					Year	
						Tick
					Hour	
					Week	
					Month	
					Year	
PRB Office Use Only: Total cost of time this month						



**Items paid for this month: Month 1<sup>st</sup> September - 30<sup>th</sup> September 2002**

Item of expenditure - Please specify number (please include: furniture, electronic equipment (e.g. mobile phones, laptop computers), other equipment, expenses (e.g. travel, subsistence), stationary, utilities/services (e.g. line rental, electricity))	Unit cost (including VAT)	Paid for by:	PRB Office Use Only: expenditure this month												
1 laptop computer	£2, 500	<table border="1"> <tr> <td></td> <td>Tick</td> </tr> <tr> <td>School</td> <td></td> </tr> <tr> <td>Police</td> <td></td> </tr> <tr> <td>SSP Project</td> <td>✓</td> </tr> <tr> <td>Other</td> <td></td> </tr> <tr> <td colspan="2">If other, please specify</td> </tr> </table>		Tick	School		Police		SSP Project	✓	Other		If other, please specify		
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	Tick														
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If other, please specify															
PRB Office Use Only: Total expenditure this month															

## Appendix 2 Implementation

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- (a) Pseudonyms
- (b) Pen portraits of schools participating in the evaluation
- (c) Evaluation sample schools: map showing locations
- (d) Example letters informing parents/agencies about SSP

## Appendix 2 (a)

### Pseudonyms

#### *YJB/ACPO Schools*

- School A - North Island High School
- School B - Coalfields Community School
- School C - Tall Trees Secondary School
- School D - Wandbury High School

#### *Non-YJB/ACPO Schools*

- School E - Holly Wood School
- School F - Farmerston High School
- School G - Gala Grange Secondary School
- School H - Tolarian Secondary School)
- School I - Wykwood High School
- School J - Castleton Community College
- School K - Ferryman School

#### *Comparison Schools*

- School L - Marshall House Secondary School
- School M - Pendall Secondary School

## Appendix 2 (b)

### Pen portraits of the schools

All names of schools have been changed to preserve the identity of the schools and interviewees.

- **North Island High School**

North West of England (YJB/ACPO), mixed comprehensive (11-18 years old)

North Island is based in one of the most socially deprived areas in the country, with widespread unemployment rates. The school serves a relatively insular and established community, located several miles from the city centre, and has trouble attracting children from other areas. The vast majority come from white working class backgrounds. It is a well funded school which has recently moved into a new building. The schools annual intake averages 800 pupils, with a 'considerable amount' of them on the Special Educational Needs register (SEN). It is currently one of the lowest performing schools in the city, with around 75% of pupils falling into the lower band of attainment.

The quality of housing is poor, with the greater part of the area's population living in run down council estates. Crime rates are high in the area, and can be attributed to a 'hard-core' group of young people.

- **Coalfields Community School**

North of England (YJB/ACPO), mixed comprehensive (11-16 years old)

This school serves 'a community of high disadvantage' and is situated in the top one percent of wards in terms of deprivation. Poverty has been long standing and there's 'a feeling amongst a lot of local families that education is less important than managing the weekly existence'. Coalfields caters for about 1000 pupils and describes itself as a multi-cultural school, with around 20% coming from an ethnic minority background. Attainment levels are low with levels of attendance historically being the biggest problem. Almost half of the pupils are entitled to free school meals. The school receives a funding from a variety of sources due to the deprivation of the area.

Crime is seen as a 'massive' problem on the local estate, attributed to the youth culture. Arson and auto-theft are of particular concern.

- **Tall Trees Secondary School**

South East (YJB/ACPO), mixed comprehensive (11-16 years old)

Tall Trees is situated in a town with a mixed social profile. The school falls into the only ward in this area to show a very low level of deprivation. Compared to most secondary schools, it's a small school of about 500 children, attributed to the fact that it's not seen as a popular choice in the locality and does not serve pupils beyond Year 10. There is significant gender mix of pupils with two-thirds being boys. About a fifth of pupils come from an ethnic minority background, including some refugees and asylum seekers. Attainment falls well below the national average and 40% of pupils are registered with an

SEN. With the recent appointment of a new head, a more pro-active strategy to the schools behavioural issues has seen an improvement to its atmosphere.

Fear of crime and the drug culture is high within the estate surrounding the school, especially with a large number of older youths outside of the education system causing significant difficulties.

- **Wandbury Secondary School**

Inner London, YJB/ACPO, mixed comprehensive (11-19 years old)

Wandbury is based in a middle-class, affluent area, though does not serve local children but takes large numbers of young people from local boroughs. The school has around 800 pupils, the majority from working class backgrounds, with a diverse ethnic mix, including a large Somalian and Afro-Caribbean population and a growing number of refugees. Half the children on the school role are entitled to free school meals and there are also a large number of students on the SEN register. The school is below national average for individual pupil attainment, with a third receiving A\*-C grades. The school is well funded with extra resourcing for its specialist Arts status.

Although not deemed a dangerous criminal area, Wandbury does have problems with disruptive children from other schools.

- **Holly Wood School**

Midlands, DfES SSP, mixed comprehensive (11-18 years old)

Holly Wood School is a well resourced large inner city comprehensive of about 1,300 pupils. It serves a substantial Asian community and a wide diversity of other ethnic groups - so English is a second language for most. Attainment levels, about 26% A\*-C grades, are hampered considerably by the 'mobility' of the children going back to their parents home country for prolonged periods. Currently, the school is split over two sites, with Year's 7 and 8 on one site and Year's 9 to 13 on another.

The school is based in an impoverished area - within the top 15 most deprived wards - with a high proportion of youth crime and a large drug culture.

- **Farmerston High School**

South West, DfES SSP, mixed comprehensive (11-18 years old)

Farmerston is a school that has been in Special Measures since February 2001 but has made 'reasonable progress' since (HMI). The ethnic minority mix is low (2-3%), pupils are mainly white and tend to come from working class backgrounds. Most pupils come from the surrounding council estates though there has been an increase in displaced children coming from schools that have had to close. Attainment is low with under a quarter of A\*-C grades. Almost a third of pupils are on the SEN register. Although Farmerston needs more resourcing, the school is currently being rebuilt under the Public Finance Initiative which is due to complete in 2005.

- **Gala Grange**

Inner London, DfES SSP, girls comprehensive (11-18 years old)

This all girl's school currently caters for up to 900 pupils who come from a huge range of ethnic groups, with 34 different languages spoken in school. The girls are from a 'mobile population', with a mixture of first and second generation immigrants. Nearly two-thirds of the students are eligible for free school meals. Attainment levels are high, particularly at GCSE level, and the school has achieved Beacon status as well as specialisms in technology, arts and sports.

Gala Grange is based in the one of the poorest boroughs in the country and takes its pupils from the immediate area. Problems with burglary, vandalism and arson are rife, with young men from the local area cited as the main perpetrators.

- **Tolarian Secondary School**

North of England, DfES SSP, mixed comprehensive (11-18 years old)

Tolarian is set in an area of high unemployment and social deprivation, with a high proportion of pupils coming from single parent families. Students are primarily from white working class backgrounds, with over half receiving free school meals and registered with special educational needs. Attainment levels have been very low, with 12% A\*-C grades last year. The school is currently moving towards amalgamating with another secondary school in the area.

The school is located in one of the highest crime areas within the city, with the majority of problems set around burglary and the sale of illegal goods.

- **Wykwood High School**

North West of England, DfES SSP, boys comprehensive (11-16 years old)

Wykwood High serves a large geographical area and takes its 900 students from backgrounds of 'acute deprivation', mainly poor white working class. The school has problems with low attendance levels, mainly condoned, and disruptive behaviour. Over half its pupils receive free school meals. The school describes its ethos as 'inclusive', catering for a significant number of children with special needs, such as autism and physical disability.

The area suffers from high levels of crime, including theft, drugs and violent crime.

- **Castleton Community College**

Midlands, DfES SSP, mixed comprehensive (11-18 years old)

Set in an area of high social deprivation, Castleton's recently appointed head is trying to tackle the negative perception that the school has and show its potential for improving on attitude, attainment and behaviour. The makeup of the school has changed slightly over the last 2 years, due to the closure of a nearby school, changing the ethnic mix of the school from predominantly white to catering for a greater ethnic mix, including a number of asylum seekers.

Youth crime is a big problem for the area and due to the reputation of the school, the local community generally assumes that an incident will involve a pupil from Castleton.

- **Ferryman School**

North West, DfES SSP, mixed comprehensive (11-16 years old)

As a result of being a school in Special Measures, a new senior management team has recently been brought in to Ferryman, including a new head teacher. The majority of pupils come from a large council estate with high unemployment and single parent families, with the remaining living in other local housing estates or low value owner occupied properties. Low levels of attainment (12% A\*-C grades) put the school in the bottom 70 in the country for league tables.

Crime levels are high in the surrounding community, with a large proportion put down to youth offending.

- **Marshall House Secondary School**

Midlands, comparison school, mixed comprehensive (11-18 years old)

Almost half of the 1000 children attending Marshall House come from outside the catchment area, many from the poorer areas of the city. Although the schools makeup is primarily white, the number of ethnic minority students are increasing in the lower years, reflecting the students coming in from the city. Around a quarter of pupils are eligible for free school meals and 10% are registered on SEN. Attainment is low, with 25% A\*-C grades in 2001. As the school works in 'challenging circumstances' it receives extra funding, but has difficulty accessing other government initiatives it needs due to the fact that it sits on the border to the city.

Criminal activity in the area is high and the school itself has suffered from a large number of break-ins and arson attacks. The local community is concerned that the police have not done enough to stop such incidents.

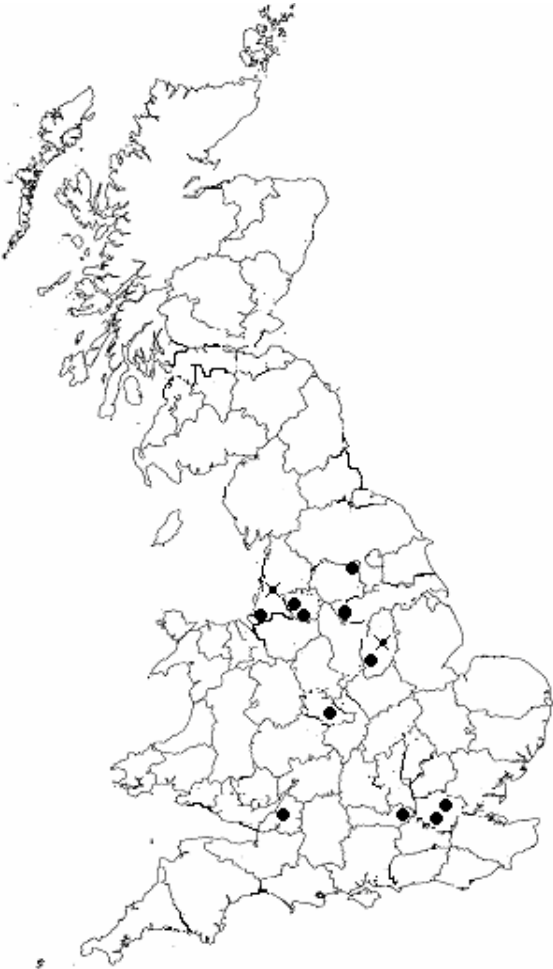
- **Pendall School**

North West, comparison school, mixed comprehensive (11-16 years old)

Set in an area of high unemployment and social deprivation, Pendall School caters for around 600 pupils from a predominantly white working class background. Around three-quarters of all pupils are eligible for free school meals, though they do not necessarily take these up. Attainment is 'too low', falling into the bottom 5% nationally. A third of pupils are registered with an SEN.

The local community is 'notorious' for a high level of crime, with each child in school known to be affected by crime in some way.

Appendix 2 (c)



- = school with an SSP
- ✕ = school without an SSP (comparison)

Map 1: Distribution of schools selected in the evaluation of the Safer School Partnerships Programme



Our ref:

27 June 2002.

Dear Parent/Guardian,

### **Behaviour Education Support Teams**

We have been fortunate to have been offered £400,000 as part of the BEST Programme. We have accepted this offer and intend to spend this money on a team of professional support workers from the Health Authority, Social Services, Educational Psychology, Police and Special Needs teaching staff. Their common aim will be to help those pupils whose education is being disadvantaged by social and emotional problems, in and out of school. Worker from all these services will be spending time in school from September and will become members of our team.

The school was offered the opportunity because we are perceived as having the capability to make good use of the funding and make a positive difference to the education of our . The LEA also recognised the high levels of social deprivation and criminal activity in many areas of .

We will be working with some of our feeder primary schools who face similar problems arising from the areas which we all serve.

I hope this will help you to place in context any comment which may have been made in the Press during the coming week. We are pleased to be part of this initiative, which will help us to address the needs of many in the area and provide ALL our with a better learning environment.

If you have any queries about this matter please do not hesitate to contact me.

Yours sincerely,

Headteacher.

Dear

I would like to take this opportunity to introduce myself as the schools based officer at                    School. As part of Safer Schools Partnerships I will be based at                    for the forthcoming school year.

I envisage working closely with many agencies already associated with the school and I will be arranging a meeting for us to discuss the project and share ideas.

Initially I would like to establish a point of contact in every school/agency. This will help us to share information efficiently and will aid in the identification of pupils that are at High Risk.

I have enclosed charts specific to the agencies involved and information regarding their completion. I would be grateful if you could complete the charts and identify your point of contact by 01/11/02.

If you have any queries regarding this process please do not hesitate to contact me. I look forward to working with you.

Yours sincerely,

## Appendix 3 Area Level Data

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- (a) Police Force Crime Statistics template
- (b) LEA Statistics template
- (c) School level data templates
- (d) Area level data: BCU crime statistics and DfES statistics
- (e) Ward Level data: IMD

**Safer Schools Partnership Programme (SSP) Central Monitoring and Evaluation:  
Area level data template - Police Force Crime Statistics**

Policy Research Bureau identification number: P148.....

Name of Police Beat Area, surrounding **Name of School**: .....

PART 1: General information		
1. Please write in:		
Contact name:	Position held:	
Address:		
Telephone number:	Fax:	Email:
2. Does your police force collect and analyse data on recordable offences ( <i>in line with the Home Office Counting Rules</i> ) committed by <b>youths</b> (10 to 18 year olds) separately from offences committed by adults, within the police beat area surrounding <b>Name of School</b> ?		
Please tick:		
Yes	<input type="checkbox"/>	
No	<input type="checkbox"/>	

3. In the twelve months from 1<sup>st</sup> April 2001 to 31<sup>st</sup> March 2002, what was the total recorded number of **persistent young offenders** in the police beat area surrounding **Name of School**?

Please write in the box:

--	--	--	--	--

**Note: the Youth Justice Board definition of a persistent young offender is:**

***“a young person aged 10-17 years who has been sentenced by any criminal court in the UK on three or more occasions for one or more recordable offences, and within three years of the last sentencing occasion is subsequently arrested or has information laid against him for a further recordable offence”***

4. In the twelve months from 1<sup>st</sup> April 2001 to 31<sup>st</sup> March 2002, what was the total recorded number of **victims** of recordable crimes in the police beat area surrounding **Name of School**?

Please write in the boxes:

Victims aged under sixteen years old:

--	--	--	--	--

Victims aged 16 to 18 years old:

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Victims aged 19 years or more:

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**PART 2: Crime Statistics**

**In this section, please record the number of recorded offences in the beat area surrounding the school for the year 1<sup>st</sup> April 2001- to 31<sup>st</sup> March 2002, broken down by the age of the offender. In some cases, we ask you to combine categories (e.g Firearms and Weapon offences)**

<i>Offence category</i>	Age of offender in years											<i>Additional Notes</i>  (Please provide any further information or comments in this column)	
	Under 10 years old	10	11	12	13	14	15	16	17	18	19 years or older		
<b>1 Theft -</b>													
1.1 Theft involving a motor vehicle (incl. thefts from vehicles, thefts of vehicles, taking without consent and interfering with vehicles)													
1.2 Theft of a pedal cycle													
1.3 Theft from a shop													
1.4 Theft of a mobile phone													
1.5 All other thefts													
1.6 Handling or receiving stolen goods													

<i>Offence category</i>	<b>Age of offender in years</b>											<b><i>Additional Notes</i></b>  (Please provide any further information or comments in this column)	
	<b>Under 10 years old</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19 years or older</b>		
<b>2 Fraud and forgery -</b>													
2.1 Cheque and credit card fraud													
2.2 Deception Offences													
2.3 All other fraud and forgery													
<b>3 Drug offences -</b>													
3.1 Possession of controlled drugs													
3.2 Supplying controlled drugs													
3.3 All other drug offences													
<b>4 Recordable public order offences (TOTAL number of all recordable cases combined)</b>													

<i>Offence category</i>	<b>Age of offender in years</b>											<b>Additional Notes</b>  (Please provide any further information or comments in this column)	
	<b>Under 10 years old</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19 years or older</b>		
<b>5 Motoring offences -</b> 5.1 Driving whilst disqualified													
5.2 Driving without vehicle insurance													
5.3 Driving after consuming alcohol/drugs													
<b>6 Criminal damage</b> (TOTAL number of recorded cases)													
<b>7 Burglary</b> (TOTAL number of recorded cases)													
<b>8 Robbery</b> (TOTAL number of recorded cases)													
<b>9 Violence against a person</b> (TOTAL number of recorded cases)													
<b>10 Racially-aggravated offences</b> (TOTAL number of recorded cases)													
<b>11 Recorded offences for going equipped</b> (incl. burglary, theft, cheat)													



<i>Offence category</i>	Age of offender in years											<b>Additional Notes</b>  (Please provide any further information or comments in this column)
	Under 10 years old	10	11	12	13	14	15	16	17	18	19 years or older	
<b>12 Firearms Act offences AND Knives Act offences AND other weapon offences</b> (TOTAL number of all recorded cases combined)												
<b>13 Sexual offences, including harassment</b> (TOTAL number of recorded cases)												

Thank you very much for filling in this form.

If you have any queries, and to return the form, contact:

Sunita Bhabra  
 Research Fellow  
 Policy Research Bureau  
 2a Tabernacle Street  
 London  
 EC2A 4LU  
 Tel: 020 7256 6300  
 Fax: 0207 256 6360

**Safer Schools Partnership Programme (SSP) Central Monitoring and Evaluation:  
Area level data template - LEA Statistics**

**Policy Research Bureau identification number: P148.....**

**LEA Area: .....**

<b>PART 1: General information</b>		
1. Please write in:		
Contact name:	Position held:	
Address:		
Telephone number:	Fax:	Email:
2. Please write in (for the 12 months from 1 <sup>st</sup> January 2001 to 31 <sup>st</sup> December 2001):		
Total number of <b>ALL</b> pupils on the school roll in the LEA	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	
Total number of pupils on the <b>primary school</b> roll in the LEA	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	
Total number of pupils on the <b>secondary school</b> roll in the LEA	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	

3. If known, state the total number of secondary school aged pupils that sat their GCSE's in 2001:

Please write in the box:

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4. Please state your definition for children 'at risk' of victimisation, offending and social exclusion

**PART 2: Education / School Variables: For the 12 months from 01/01/01 – 31/12/01**

<b>Variable</b>	<b>COLUMN A</b> Number of school pupils in the LEA			<b>COLUMN B</b> Percentage of the school population			<b>Additional Notes</b>
	ALL schools	Primary schools	Secondary schools	ALL schools	Primary schools	Secondary schools	
7. Pupils from minority ethnic groups							
8. Pupils with English as an additional language							
9. Pupils looked after by the local authority							
10. Pupils receiving free school meals							
11. Pupils with a statement of Special Educational Needs							
12. Unauthorised absences							
13. Total number of exclusions							
13.a Exclusions -fixed term							
13.b Exclusions - permanent							
14. <sup>6</sup> Pupils at risk of victimisation, offending and social exclusion							

**PART 3: Attainment at Key Stages 2 and 3: For the 12 months from 01/01/01 – 31/01/01**

<b>Variable</b>	<b><u>COLUMN A</u></b> Number of school pupils in the LEA	<b><u>COLUMN B</u></b> Percentage of the school population	<b>Additional Notes</b>
<b>15. Attainment at Key Stage 2 - English:</b>			
15.a Level 2			
15.b Level 3			
15.c Level 4			
15.d Level 5			
15.e Level 6			
15.f Level A			
15.g Level B			
15.h Level D			
15.i Level N			
<b>16. Attainment at Key Stage 2 - Maths:</b>			
16.a Level 2			
16.b Level 3			
16.c Level 4			
16.d Level 5			
16.e Level 6			

<b>Variable</b>	<b><u>COLUMN A</u></b> Number of school pupils in the LEA	<b><u>COLUMN B</u></b> Percentage of the school population	<b>Additional Notes</b>
16.f Level A			
16.g Level B			
16.h Level D			
16.i Level N			
<b>17. Attainment at Key Stage 2 - Science:</b>			
17.a Level 2			
17.b Level 3			
17.c Level 4			
17.d Level 5			
17.e Level 6			
17.f Level A			
17.g Level B			
17.h Level D			
17.i Level N			
<b>18. Attainment at Key Stage 3 - English:</b>			
18.a Level 2			
18.b Level 3			
18.c Level 4			

<b>Variable</b>	<b><u>COLUMN A</u></b> Number of school pupils in the LEA	<b><u>COLUMN B</u></b> Percentage of the school population	<b>Additional Notes</b>
18.d Level 5			
18.e Level 6			
18.f Level 7			
18.g Level 8			
18.h Level E			
18.i Level A			
18.j Level B			
18k Level D			
18.l Level N			
<b>19. Attainment at Key Stage 3 – Maths:</b>			
19.a Level 2			
19.b Level 3			
19.c Level 4			
19.d Level 5			
19.e Level 6			
19.f Level 7			
19.g Level 8			
19.h Level E			

<b>Variable</b>	<b><u>COLUMN A</u></b> Number of school pupils in the LEA	<b><u>COLUMN B</u></b> Percentage of the school population	<b>Additional Notes</b>
19.i                      Level A			
19.j                      Level B			
19.k                      Level D			
19.l                      Level N			
<b>20. Attainment at Key Stage 3 – Science:</b>			
20.a                      Level 2			
20.b                      Level 3			
20.c                      Level 4			
20.d                      Level 5			
20.e                      Level 6			
20.f                      Level 7			
20.g                      Level 8			
20.h                      Level E			
20.i                      Level A			
20.j                      Level B			
20.k                      Level D			
20.l                      Level N			



<b>PART 4: Attainment at Key Stage 4: For the 12 months from 01/01/01 – 31/01/01</b>			
<b>Variable</b>	<b><u>COLUMN A</u></b> Number of school pupils in the LEA	<b><u>COLUMN B</u></b> Percentage of the school population	<b>Additional Notes</b>
17. GCSE passes			
17.a GCSE passes - A* - C			
17.b GCSE passes - D - G			

<b>PART 5: Initiatives within the LEA: Please indicate by circling whether your LEA has the following initiatives</b>		
<b>Names of initiative</b>	<b>Circle as applicable</b>	<b>Additional notes</b>
18. Excellence in Cities	Yes / No	
19. Education Action Zone	Yes / No	
20. Others	Yes / No	If known, please state which <b>other</b> initiatives you have in your LEA

Thank you very much for filling in this form.

If you have any queries, and to return the form, contact:

Sunita Bhabra (Research Fellow)  
Policy Research Bureau, 2a Tabernacle Street, London, EC2A 4LU

Tel: 020 7256 6300

Fax: 0207 256 6360

**Safer School Partnerships Programme (SSP) Central Monitoring and Evaluation:**  
**School level data template**

PRB school identification number

**P148**

1. How many pupils in TOTAL are on your school roll?

2. Could you please state the TOTAL number of pupils, if known, who fall under the following categories:

	<b>Total Number of pupils</b>
A. Pupils from an minority ethnic group	
B. Pupils looked after by the local authority or in foster care	
C. Pupils receiving free school meals	
D. Pupils with a statement of Special Educational Needs	
E. Pupils on report	
F. Total number of exclusions	
i) fixed term	
ii) permanent	
G. Total number of absences	
i) authorised	
ii) unauthorised	

**Safer School Partnerships Programme (SSP) Central Monitoring and Evaluation:  
Individual pupil level data template**

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**PUPIL NAME -**

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**1. Please write in:**

a) **How long has this pupil been at this school** \_\_\_\_\_ years \_\_\_\_\_ months  
*Please write in the number of years and months*

**2. Is this pupil looked after by the local authority or in foster care** Yes<sub>1</sub> No<sub>2</sub> Don't know<sub>3</sub>  
*Please circle as applicable*

**3. Does this pupil have English as an additional language** Yes<sub>1</sub> No<sub>2</sub>  
*Please circle as applicable*

**4. Is this pupil receiving free school meals** Yes<sub>1</sub> No<sub>2</sub>  
*Please circle as applicable*

**5. Does this pupil have a statement of Special Educational Needs (SEN)** Yes<sub>1</sub> No<sub>2</sub>  
**Please circle as applicable**

a) If this pupil does have a statement of SEN, what level is this at  
**Please write in the SEN Level**

**6. Has this pupil been on school report this calendar year** Yes<sub>1</sub> No<sub>2</sub>  
(by 'calendar year' we mean the 12 months from 1<sup>st</sup> January 2002 to December 2002)  
*Please circle as applicable*

**7. Has this pupil been excluded this calendar year**  
(by 'calendar year' we mean the 12 months from 1<sup>st</sup> January 2002 to December 2002)  
*Please tick **ONE** box*

Yes - fixed term exclusion <sub>1</sub>

No <sub>2</sub>

**8. Please write in on the lines below anything else that you would like to tell us about this pupil, which you feel may be relevant to this research study?**

.....

.....

.....

**Safer School Partnerships Programme (SSP) Central Monitoring and Evaluation:  
Behavioural level data template**

<b>PRB school identification number</b>						
<b>P148</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>						
1. Please record the TOTAL number of the following incidents that have been reported in your school in the past 3 months						
(by 'past 3 months' we mean from September 2002 to December 2002)						
Please write in the total number of pupils for each Year Group						
	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	6 <sup>th</sup> Form
<b>A. Racially aggravated incident</b>						
<b>B. Bullying</b>						
<b>C. Damage to school property</b>						
<b>D. Defiance</b> <i>(by 'defiance' we mean unwillingness to respect school policy)</i>						
<b>E. Severe disruption to class</b>						
<b>F. Drug offences -</b>						
i) possession of drugs						
ii) supply of drugs						
<b>G. Alcohol related incident</b>						
<b>H. Smoking on school property</b>						
<b>I. Physical abuse to staff/pupils</b>						
<b>J. Verbal abuse to staff/pupils</b>						
<b>K. Theft (inc. mobile phones)</b>						
<b>L. Other</b>						

## Appendix 3 (d)

Table 3.1 shows the level of all crime in the areas where the SSP and two comparison schools fell.

**Table 3.1**

Recoded BCU data 2000 - 01	Population N	Violence against the person N (%)	Robbery N (%)	Burglary dwelling N (%)	Theft of a motor vehicle N (%)	Theft from a vehicle N (%)
School A	128,099	1131 (1%)	230 (<1%)	1161 (1%)	1492 (1%)	1673 (1%)
School B	197,765	653 (<1%)	225 (<1%)	1787 (1%)	1177 (1%)	2585 (1%)
School C	148,733	1417 (1%)	336 (<1%)	1958 (1%)	1401 (1%)	5880 (4%)
School D	265,584	4862 (2%)	1427 (<1%)	2716 (1%)	1955 (1%)	4160 (2%)
School E	101,928	2,466 (2%)	831 (1%)	1,578 (2%)	1,655 (2%)	1,978 (2%)
School F	150,741	1904 (1%)	334 (<1%)	2489 (2%)	1784 (1%)	3062 (2%)
School G	194,677	6320 (3%)	2275 (1%)	3130 (2%)	2990 (<1%)	5104 (3%)
School H	251,239	1494 (1%)	39 (<1%)	836 (<1%)	709 (<1%)	1191 (<1%)
School I	133,818	5152 (4%)	1569 (1%)	2782 (2%)	3891 (3%)	3485 (3%)
School J	242,755	2,544 (1%)	435 (<1%)	2,763 (1%)	1,153 (1%)	2,784 (1%)
School K	79,326	2869 (4%)	487 (1%)	3533 (4%)	3642 (5%)	3328 (4%)
School L	242,755	2,544 (1%)	435 (<1%)	2,763 (1%)	1,153 (1%)	2,784 (1%)
School M	135,028	1346 (1%)	260 (<1%)	1297 (1%)	797 (<1%)	2341 (2%)
<b>Total crimes in England</b>	52,427,884	600,883 (1%)	95,153 (<1%)	402,993 (<1%)	338,782 (<1%)	629,867 (1%)

Table 3.2 below describes the socio-educational make up of the schools in the evaluation.

**Table 3.2**

Figures based on data from the DfES statistics 2000 - 2001	Pupils on the secondary school roll N	Pupils from an ethnic group N (%)	Pupils 'taking' Free School meals N (%)	Pupils with a Statement of SEN N (%)	*A – C GCSE passes (%)	No passes (%)
School A	753	6 (8%)	188 (25%)	36 (5%)	8 %	17 %
School B	1042	246 (24%)	314 (30%)	49 (5%)	16 %	28 %
School C	500	122 (24%)	124 (25%)	24 (5%)	15 %	11 %
School D	925	578 (62%)	213 (23%)	32 (3%)	22 %	1 %
School E	1264	1228 (97%)	507 (40%)	16 (1%)	26 %	1 %
School F	908	66 (7%)	141 (16%)	3 (3%)	28 %	7 %
School G	884	571 (65%)	385 (44%)	17 (2%)	41 %	11 %
School H	722	11 (2%)	302 (42%)	41 (6%)	15 %	10 %
School I	924	67 (7%)	290 (31%)	24 (3%)	22 %	21 %
School J	667	55 (8%)	118 (18%)	4 (1%)	22 %	6 %
School K	772	19 (2%)	168 (22%)	15 (2%)	24 %	14 %
School L (non-SSP)	937	155 (17%)	112 (12%)	3 (<1%)	28 %	7 %
School M (non-SSP)	588	41 (7%)	138 (30%)	49 (8%)	11 %	17 %
<b>LEA average</b>	<b>31,300</b>	<b>9,569 (31%)</b>	<b>6,095 (19%)</b>	<b>684 (2%)</b>	<b>21%</b>	<b>12%</b>
<b>Total for England</b>	<b>3,307,288</b>	<b>411,707 (12%)</b>	<b>349,777 (11%)</b>	<b>79,381 (2%)</b>	<b>49%</b>	<b>6%</b>

Permanent exclusions N (%) = LEA average 87 (0.27%)

National average 7,741 (0.24%)

## Appendix 3 (e)

Table 3.3 shows the Index of Multiple Deprivation (IMD) scores and rank for each of the evaluation schools:

**Table 3.3**

	Index of multiple deprivation: <b>SCORE</b>	Index of multiple deprivation: <b>RANK</b>
<b>School A</b>	83.13	2
<b>School B</b>	70.79	76
<b>School C</b>	31.90	1789
<b>School D</b>	17.27	4138
<b>School E</b>	75.96	27
<b>School F</b>	35.91	1423
<b>School G</b>	63.88	190
<b>School H</b>	47.97	656
<b>School I</b>	60.49	261
<b>School J</b>	42.10	985
<b>School K</b>	28.67	2161
<b>School L (non-SSP)</b>	16.58	4292
<b>School M (non-SSP)</b>	62.26	226

