



National Report

All Wales Police School Liaison Core Programme

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THE ALL WALES SCHOOL LIAISON CORE PROGRAMME

INTRODUCTION

The All Wales School Liaison Core Programme became fully operational in September 2004. The programme is delivered to main stream pupils in education with the main aims being:

- To work towards achieving Crime and Disorder reduction within our young communities, through the medium of Education.
- To promote the principles of positive citizenship, in school and the wider community

This partnership between Schools and the Police provides a positive strategy to schools so that all pupils have opportunities to enhance their knowledge, understanding, behaviour, attitudes, values and skills regarding:-

- Substance Education,
- Anti-Social Behaviour
- Personal Safety

It adopts a spiral approach in accord with the ACCAC PSE framework 2000 across key stage 1-4 to enhance Crime Prevention / Reduction education as part of the schools PSE programme. This development is important as it concurs with the Police Service Statement of Common Purposes and Values which stipulates they are required to 'prevent crime' Education is the tool that the School Liaison Officers use to do this, by means of the All Wales Police School Liaison Programme, thereby developing a more proactive approach with young people.

Relevant evaluation and research

The recent external evaluation by Cardiff University (2005) highlighted the success of the programme.

I hope the Programme will continue. If it doesn't then I believe a lot of good work will be lost. There is no way that the level of expertise they bring can be replaced" (PSE Head)

The appointment of 70 police officers to deliver the programme, each responsible for approximately four comprehensive schools and their primary feeders has been very well received by schools and Education Authorities across Wales. Considerable support has been received from Head Teachers who have appreciated the benefits of working in partnership with the Police in a structured way. The delivery of this credible school-based programme is having a positive impact on the development of young people's attitudes and values. Police Officers have utilised their knowledge and experience to support the work of the school PSE co-ordinators, to enhance the curriculum and to assist in the development of our young citizens.

Schools value the expert knowledge that police officers can bring into the classroom. Teachers welcome the alternative perspective that officers can convey to pupils, particularly in relation to the law (Cardiff University)

As one stakeholder remarked,

“Teachers can’t know everything. The police are especially valuable when it comes to drugs”

One particular observation epitomises the opinions commonly held by teachers:

The SLO brings realism, relevance, and respect. We would still cover the topics but it would be nowhere near as comprehensive without their level of expertise

This is reiterated by Estyn’s (2001) findings that visiting experts teaching aspects of personal and social education:

..... “Does” improve the quality of provision for personal and social education within the majority of schools.

Schools have welcomed this development and the PSE co-ordinators have complimented the police officers on the standard of their delivery, and the rapport they are developing with young people which concurs with best practice guidelines as outlined in the Substance Misuse Children and Young People Circular no 17/02 2002.

People from organisations external to the school or youth organisation can enhance the substance misuse programme. / Research shows that young people value approaches that provide access to peer and credible adult experts.

One of the strengths of the programme is the lesson content and its professional delivery, but equally important is the relationship that develops between the officers and pupils.

Young people themselves asserted that they learn a lot, and that the Programme has “definitely changed attitudes and decision-making” (External Evaluation 2005).

The officers act as positive role models. This is particularly significant at primary level. The younger this relationship develops the greater the positive effect on pupils. (WAG Circ 17/02) This is then enhanced at secondary level when children are more receptive to credible experts.

The majority of young people throughout all four regions were overwhelmingly positive about the contact they have with the SLO (External Evaluation 2005)

Lessons

The lessons all adhere to the principle that the topics are within the expertise of the officer and the key components for the PSE framework (2000) namely the balanced inclusion of knowledge and understanding, values, attitudes and skills are incorporated. Furthermore all the lessons conform with the best practice guidelines outlined in the WAG Substance Misuse Children and Young People Circular no 17/02 2002. These guidelines are useful in highlighting effective practice although there is a need to update the circular. The lessons have now been reviewed and include a greater emphasis on thinking skills while incorporating a balance of learning styles to engage all learning types. The information given is accurate non judgemental and current which will empower pupils to be able to make responsible informed decisions. A PSE Head reflects the views of the majority of teachers interviewed during the external evaluation:

“The content is appropriate; immediacy is good. The SLO is responsive to emergent local issues”. The ability for SLOs to clearly incorporate emerging issues relevant to individual schools and local experiences is of paramount importance”

The lessons are interactive and the pupils have the opportunity to interact in small group activities, test out and exchange ideas on how to handle drug use situations and gain peer feedback on the acceptability of their ideas in a safe environment.

Young people very much value the realism and variety that the officers bring to lessons. The information that they receive is credible and up to date, and they appreciate the honest way in which it is presented to them:

“It was better than having the teacher talk to us – you know that they know what they are talking about. It’s good to have professional people come in, different people, it’s interesting and they make it real with their experiences”. (pupil comment)

The external evaluation by Cardiff University revealed an overwhelming sense that the lessons and external events had provided a greater understanding of issues, particularly drugs issues, and as a result they had an enhanced awareness of personal safety. Moreover a large majority of pupils believe that they would react to situations differently now because of the things that they had seen and heard in the context of the Programme. This is of course a hugely positive finding

The lessons offered to schools are jointly planned into the curriculum by the teacher with the police officer so that the lessons are an integral part of an effective curriculum. This defining of areas of expertise should assist other agencies to define their contribution to SME avoiding the delivery of confusing mixed messages. The lessons are then delivered with the teacher present and involved.

“Drugs education is a particularly difficult area for teachers. These external contacts are another tool in PSE teaching – it is effective and

meaningful to use external agencies to cover certain issues, particularly practitioners”.

The drugs strand of the programme adopts a spiral approach starting in key stage one with the dangers of medicine with the emphasis on personal safety. In lower key stage two the law in relation to the issues of tobacco, alcohol and solvents are introduced. Upper key stage two broadens to include all drugs defining the difference between legal and illegal drugs and reiterates the dangers of misuse of medicine building on the work previously undertaken. Key stage three deals specifically with the classification of drugs and the consequences of possession supply and manufacture. Key stage four then deals with the consequences of using drugs, the legal consequences and the implications for a person's future. Further more next year we are introducing a specific lesson on alcohol and solvents in upper key stage two and individual lessons on alcohol and solvents in key stage three. In key stage four there will also be a lesson available on the consequences of alcohol geared at over indulgence, dangers at parties etc. These lessons are being introduced in response to the evaluation

Training

Initial training of the officers was undertaken by the Regional Coordinators to ensure officers had an understanding of educational concepts and methods of delivery. However it was fully appreciated that essentially training needed to be ongoing (WAG Circ 17/02) to achieve a recognized standard to enhance their credibility with Education and the Police. Officers were therefore encouraged to undertake a Graduate Diploma in Education. The Graduate Diploma involves a two year commitment covering six modules namely an introduction to PSE, emotional intelligence, learning styles, thinking skills, behaviour management and lesson planning. The modules are supported by practical application and critical analysis to encourage professional development

Officers have police expertise but this has complemented their expertise by providing them with an understanding of current educational methodology which has increased their effectiveness in the classroom in relation to their deliveries about substance misuse. It has enabled them to establish a professional dialogue with the schools in which they work to the benefit of all concerned while facilitating greater effectiveness in the classroom when delivering crime prevention messages. This is important as an understanding of methods of delivery that engage pupils is equally as important as the content.

Currently 34 officers have achieved their Graduate Diploma in Education (2006). Another 17 should complete next year. (2007) Of the initial cohort, 14 are intending to progress to a Masters Degree commencing in September 2006 which will provide valuable research into aspects of the programme.

20% supportive role

Twenty percent of the officer's time is dedicated to supportive school policing which is invaluable in developing relationships with the school the staff and the pupils.

The Programme has clearly contributed significantly to extremely positive relationships between SLO and the young people with whom they have engaged. (Cardiff University)

It also enables officers to become involved in school life and assist with advice, incidents or be involved in policy development in relevant areas of school life.

Programme Monitoring and Evaluation

The programme is constantly monitored to ensure a high standard of delivery. The coordinators regularly attend officer's lessons to observe deliveries. Furthermore the class teachers and the pupils regularly evaluate lesson content, relevance and standard of delivery. This year will also see the introduction of an electronic monitoring system of returns across the four forces to ascertain the number of schools accessed and the degree of penetration of the programme in each school. It will also allow us to monitor the demand for the supplementary menu.

The programme is evaluated internally by the Coordinators annually and has undergone an external evaluation by Cardiff University in 2005. The introductory paragraph of the external evaluation stated.

"We wish to report from the start that commentary and observations of the programme signals that it is a resounding success..... there is clear evidence that schools have welcomed the programme and value the support the Police Service are providing. The partnership is growing from strength to strength."

This was reiterated later in the document by:

"It is already perceived as a ground breaking and pioneering initiative that is carving out unprecedented path in the process, breaking down traditional professional barriers, opening up new channels of communication and defusing feelings of suspicion, resentment and exclusion".

The most recent internal evaluation was completed at the end of the last academic year July 2006. The outcome of this evaluation can be viewed in appendix 1, page 9

FUTURE PLANS

Evaluation

The next evaluation will occur in the summer term of 2007 to be presented to the WAG by December 2007. It is intended that this evaluation will form the basis of others in the future. The main consideration of the evaluation will be the effects of the programme on pupil's values, attitudes and behaviour. This process will then be repeated in 2009 using the results of 2007 as a baseline. The evaluation will go out to tender by December 2006.

The Supplementary Menu

To maintain corporacy, whilst remaining current with regional or local issues there is a need to introduce a supplementary menu to give flexibility to the Core Programme.

The officers will still deliver 15 lessons through the key stages as previously, and the balance will remain the same i.e.

- 5 Drug and Substance Misuse Lessons (Green)
- 5 Social Behaviour and Community Lessons (Yellow)
- 5 Personal Safety Lessons (Blue)

The greater selection of topics will allow greater choice. (See Appendix 2 page 25). Each strand is colour coded and each lesson in the supplementary menu is located by key stage and colour coded to represent the strand and key stage it is interchangeable with. This will prevent the programme from becoming too diverse and losing the corporate element.

From annual evaluation I appreciated that flexibility was crucial if we are to develop the capacity to work in partnership in a regional context. Issues vary from region to region and add strength to the belief that the programme needs to be more flexible to accommodate regional demand. This flexibility is crucial to its long term success.

To resolve this issue I realized that we needed to maintain a common framework of the core elements while allowing flexibility to enable the programme to be responsive to regional diversity. This will allow the programme to maintain a corporate approach yet be more effective in targeting and supporting local as well as national issues and have significance to a wider audience. It will be able to remain current and keep pace with emerging trends. Therefore this September we are introducing a supplementary menu within the Core Programme to provide a selection of topics, to allow the programme to be more responsive to regional issues.

The Disengaged Element of the Programme

The results of a Mori Survey (2004) stated that:26% of young people aged 11-16 in mainstream education admitted committing a crime in the previous year Thus, there is considerable value in Police Officers working with mainstream pupils and developing positive relationships with those who have the potential for disengagement. When you consider that 60% of young people aged 11-17 who had been excluded from school reported committing a crime in the previous year it suggests that to achieve greater effectiveness there is a need to extend the programme while maintaining our commitment with mainstream pupils.

Therefore rather than develop a separate Disengaged Programme it is our intention to develop a Disengaged Element to the programme, providing continuity of delivery whichever establishment the pupil attends.

This will necessitate the following steps.

- The completion and collation of questionnaires to identify the requirements of disengaged establishments.
- Development of links with other agencies involved within this field to support and interlink with their work.
- The establishment of a Working Party by October/ November 2006, to develop a disengaged element utilising the results of the evaluation.
- All 70 officers will be trained in advanced Behaviour Strategies relevant to disengaged primary and secondary settings
- The lessons will be piloted during the spring term (2007) using existing officers.

Although all the establishments working with disaffected young people would be included the most beneficial focus of this development for Education and the Police would be with Key Stage 2 and 3 (7 to 14 years of age) as it is commonly accepted that effective prevention starts early (Circ 17/02). The earlier an intervention can be made the greater a child's receptivity and the higher the chances of success. As highlighted in the Inclusion and Pupil Support Document:-

“Disengaged pupils / young offenders need additional support as the availability of appropriate education and training is recognised as an important protective factor in reducing the likelihood of offending behaviour and preventing re-offending”.

Not only is this better for the individual child, it also reduces the pressure on hard-pressed reactive services for expensive later intervention (Stronger Partnerships for Better Outcomes 2004)

The Schools Protocol (School Beat)

Initially South Wales Police in partnership with Education developed a protocol for schools. It originated from the apparent need to create a specific Police Policy outlining the procedure for dealing with incidents that occur in schools. There is however a large degree of flexibility and discretion as to when or if the Head Teacher involves the Police but this document clearly outlines the boundaries within which police officers should operate and also makes recommendations to provide assistance to schools.

The South Wales Police School Beat document was discussed at the Association of Directors of Education in Wales (ADEW) Executive Scrutiny Committee on Sept 8th 2006. The Directors of Education expressed an interest in developing this as an All Wales document in partnership with all four Police forces. With WACPO's agreement I would recommend that this be progressed and forwarded to the full all Wales ADEW committee for endorsement. This would provide continuity of response by police officers across Wales. Following this the Regional Coordinator of each force would then introduce it at Local Education Head Teacher Meetings. This could be completed by early next year (2007) and would enable the policy to become fully operational.

Conclusion

The programme has proved to be successful, a factor reiterated by all stakeholders and conforms with the principles of best practice as outlined in the WAG Substance Misuse Children and Young People Circular no 17/02 2002. This year we have accessed 1,609 primary schools, 282 secondary schools and delivered lessons to 484,543 children and young people. This means during the academic year 2006-07 97% of schools in Wales were accessed providing children and young people with the information to make informed decisions. The officers have the experience and now the training to deliver effective messages to children and young people while developing important links with other external agencies such as Social Services, health workers, and other youth workers thus providing important support for schools. In relation to improving the effectiveness of substance misuse education in Wales other agencies need to work with the schools programme coordinators to ensure that the information, advice and guidance given to young people highlights the impact of substance misuse on both health and well being and the community impact, so that we can all work with one accord. This would be greatly enhanced if specific PSE teachers were designated for specialised training on these issues and joint training days occurred for all the agencies involved. This would give each school a more structured approach to dealing with this important issue.

Results of the All Wales Questionnaire Issued to every School PSE Co-ordinator

May 2006

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PART 1

1 All Wales Questionnaire Results

TOTAL NUMBER OF RESPONSES FROM ALL SCHOOLS ACROSS

WALES: 883 of 1886 = 46% response

**Figures expressed as
%
of number of responses to the question**

	Excellent	Very Good	Good	Satisfactory	Development Necessary
	%	%	%	%	%
1. How valuable have you found the Programme in supporting your school's PSE syllabus?	55	36	7	1	1
2. To what extent has integration of the Programme into your PSE scheme of work increased?	36	39	18	5	2
3. The standard of the officer's lesson delivery.	61	30	6	2	1
4. The range of teaching methods and resources to secure the active engagement of all learners.	45	40	11	3	1
5. The Police Officer has enriched your pupils' knowledge and understanding of the topics covered by the programme.	55	35	7	2	1
6. The Police Officer has influenced your pupils' positive attitudes and values regarding the topics covered by the programme.	50	37	10	2	1
7. The Police Officer has enhanced the development of your pupils' personal and social skills regarding the topics covered in the programme.	48	40	8	3	1
8. The involvement of the Police Officer in the delivery of the programme has enhanced your pupils' ability to make informed decisions in real life situations.	48	37	12	2	1
9. The value of the officer's supportive school policing and reassurance role during this academic year.	55	30	10	3	2

PART 2

Figures reflecting the quality of programme **Cumulative totals of excellent, very good, good and satisfactory and** **development necessary as comparison**

	2006	
TOTAL RESPONSES FROM ALL SCHOOLS = 883 /1886 Figures expressed as % of number of responses = 46%	+	—
	1 (ex) 2 (vg) 3 (g) 4 (sat)	5 (dev nec)
1. To what extent has the Programme successfully continued to support your school's PSE syllabus?	99	1
2. To what extent has integration of the Programme into your PSE scheme of work increased?	98	2
3. The standard of the officer's lesson delivery.	99	1
4. The range of teaching methods and resources to secure the active engagement of all learners.	99	1
5. The Police Officer has enriched your pupils' knowledge and understanding of the topics covered by the programme.	99	1
6. The Police Officer has influenced your pupils' positive attitudes and values regarding the topics covered by the programme.	99	1
7. The Police Officer has enhanced the development of your pupils' personal and social skills regarding the topics covered in the programme.	99	1
8. The involvement of the Police Officer in the delivery of the programme has enhanced your pupils' ability to make informed decisions in real life situations.	99	1
9. The value of the officer's supportive school policing and reassurance role during this academic year.	98	2

Figures reflecting the quality of programme
Cumulative totals of excellent, very good, good, comparative to
satisfactory and development necessary

TOTAL RESPONSES FROM ALL SCHOOLS =
276/672= 41%
 Figures expressed as % of number of responses

+	-
1 (ex) 2 (vg) 3 (g)	5 (dev nec) 4 (sat)
98	2
93	7
97	3
96	4
97	3
97	3
96	4
97	3
95	5

FINAL PRIMARY AND SECONDARY FIGURES

1. To what extent has the Programme successfully continued to support your school's PSE syllabus?
2. To what extent has integration of the Programme into your PSE scheme of work increased?
3. The standard of the officer's lesson delivery.
4. The range of teaching methods and resources to secure the active engagement of all learners.
5. The Police Officer has enriched your pupils' knowledge and understanding of the topics covered by the programme.
6. The Police Officer has influenced your pupils' positive attitudes and values regarding the topics covered by the programme.
7. The Police Officer has enhanced the development of your pupils' personal and social skills regarding the topics covered in the programme.
8. The involvement of the Police Officer in the delivery of the programme has enhanced your pupils' ability to make informed decisions in real life situations.
9. The value of the officer's supportive school policing and reassurance role during this academic year.

ALL WALES POLICE SCHOOL LIAISON PROGRAMME

Variance to show National Improvement 2005 to 2006

(Based on the total of the satisfactory and room for development figures)

Figures expressed as % of number of responses to the question	National 2005	National 2006	National Variance
	%	%	%
1. How valuable have you found the Programme in supporting your school's PSE syllabus?	6	2	+4
2. To what extent has integration of the Programme into your PSE scheme of work increased?	21	7	+14
3. The standard of the officer's lesson delivery.	6	3	+3
4. The range of teaching methods and resources to secure the active engagement of all learners.	10	4	+6
5. The Police Officer has enriched your pupils' knowledge and understanding of the topics covered by the programme.	9	3	+6
6. The Police Officer has influenced your pupils' positive attitudes and values regarding the topics covered by the programme.	n/a	3	n/a
7. The Police Officer has enhanced the development of your pupils' personal and social skills regarding the topics covered in the programme.	12	4	+8
8. The involvement of the Police Officer in the delivery of the programme has enhanced your pupils' ability to make informed decisions in real life situations.	9	3	+6
9. The value of the officer's supportive school policing and reassurance role during this academic year.	13	5	+8

National Figures illustrating Lesson Satisfaction

Key Stage	SOCIAL BEHAVIOUR & COMMUNITY	1	2	3	4	5
KS1	Right or Wrong <i>Right & wrong actions</i>	55	36.2	6.3	2	0.5
KS2L	Sticks and Stones <i>Bullying</i>	54.9	35.7	7.8	0.6	1
KS2U	Street Corner Culture <i>(Anti- Social Behaviour)</i>	58.8	35.5	3.8	0.9	1
KS3	The Crime of your Life <i>(Consequences of crime)</i>	62.1	27.2	9.8	0.9	0
KS4	Community Diversity	67.5	20.2	12.3	0	0
Key stage	DRUG AND SUBSTANCE MISUSE	1	2	3	4	5
KS1	An Apple a Day <i>Medicines</i>	55.6	36.9	5	2	0.5
KS2L	T.A.S.K. Force <i>Tobacco/ Alcohol/ Solvents</i>	60	33.8	4.6	1.4	0.2
KS2U	It's Your Choice / Wings to Fly <i>Legal / illegal substances</i>	63	31	3.8	1.3	0.9
KS3	Class Act / The Event <i>(Illegal Substances & Law)</i>	69.4	21.7	6.9	2	0
KS4	Rue the Day/ D n A Day <i>(Consequences of Misuse)</i>	79	15.2	5.8	0	0

Key Stage	PERSONAL SAFETY	1	2	3	4	5
KS1	People Who Help Us! <i>Emergency services</i>	60.8	33.2	4	1	1
KS2L	Friend or Foe, never go <i>Stranger danger</i>	59.5	33	6.5	1	0
KS2U	Crucial Crew <i>Multi-agency situations</i>	71.3	24.7	3.4	0.4	0.2
KS3	Personal Safety <i>Dangerous situations</i>	63.5	29.7	6	0.8	0
KS4	Domestic Abuse <i>Awareness and support</i>	66	19	15	0	0

Figures reflecting the level of satisfaction with the lessons
Cumulative totals of excellent, very good, good (v) satisfactory and development necessary as comparison

STRAND 1 - DRUG AND SUBSTANCE MISUSE STRAND

Key stage	DRUG AND SUBSTANCE MISUSE	NATIONAL SCORE 1/2/3 excellent, very good, good	NATIONAL SCORE 4/5 satisfactory, room for development
KS1	An Apple a Day <i>Medicines</i>	97.5	2.5
KS2L	T.A.S.K. Force <i>Tobacco/ Alcohol/ Solvents</i>	98.4	1.6
KS2U	It's Your Choice / Wings to Fly <i>Legal / illegal substances</i>	97.8	2.2
KS3	Class Act / The Event (Illegal Substances & Law)	98	2
KS4	Rue the Day/ D n A Day (Consequences of Misuse)	100	0

Figures reflecting the level of satisfaction with the lessons
Cumulative totals of excellent, very good, good (v) satisfactory and development necessary as comparison

STRAND 2 – SOCIAL BEHAVIOUR AND COMMUNITY

Key stage	SOCIAL BEHAVIOUR & COMMUNITY	NATIONAL SCORE 1/2/3 excellent, very good, good	NATIONAL SCORE 4/5 satisfactory, room for development
KS1	Right or Wrong <i>Right & wrong actions</i>	97.5	2.5
KS2L	Sticks and Stones <i>Bullying</i>	98.4	1.6
KS2U	Street Corner Culture (Anti- Social Behaviour)	98.1	1.9
KS3	The Crime of your Life (Consequences of crime)	99.1	0.9
KS4	Community Diversity <i>Challenging stereotypes</i>	100	0

Figures reflecting the level of satisfaction with the lessons
Cumulative totals of excellent, very good, good (v) satisfactory and development necessary as comparison

STRAND 3 – PERSONAL SAFETY

Key stage	PERSONAL SAFETY	NATIONAL SCORE 1/2/3	NATIONAL SCORE 4/5
KS1	People Who Help Us! <i>Emergency services</i>	98	2
KS2L	Friend or Foe, never go <i>Stranger danger</i>	99	1
KS2U	Crucial Crew <i>Multi-agency situations</i>	99.4	0.6
KS3	Personal Safety <i>Dangerous situations</i>	99.2	0.8
KS4	Domestic Abuse <i>Awareness and support</i>	100	0

PART 3 Main Observations of the 2006 Evaluation

Analysis of 2006 figures

883 schools responded from a total of 1886 schools across Wales representing a 46% response rate nationally. This suggests a significant statistical evaluation of the teaching profession's opinion about the All Wales School Liaison Programme across Wales.

The following responses received the highest grades - Excellent, Very Good, and Good. Responses to the questions indicate a very high level of satisfaction with the programme.

- 98% indicated that the Programme has successfully continued to support the PSE syllabus in their school.
- 97% found that the Police officers had enriched pupils' knowledge and understanding of topics covered by the Programme.
- 97% considered the ability of their pupils to make informed decisions in real life situations to be enhanced by the involvement of the Police officer in the delivery of the Programme.
- 97% expressed that they were totally satisfied with the standard of the officer's deliveries.
- 97% acknowledge the influence of the Police officer on pupils' positive attitudes and values regarding topics covered in the Programme.
- 96% believed that the range of teaching methods and resources secured the active engagement of all learners.
- 96% considered the development of their pupils' personal and social skills, regarding the topics covered by the Programme, to be enhanced by the Police officers.
- 95% found value in the officer's supportive school policing and reassurance role this academic year
- 93% of schools believe believed that the programme had increased its integration into the school's PSE scheme of work.

The following question received the lowest level of satisfaction.

- 7% thought that the officers greater integration into the PSE scheme of work was satisfactory or in need of development.

Analysis of 2005 – 2006 comparative figures

There is an overall improvement nationally in all aspects of the programme from 2005 to 2006. From 2005 to 2006 the following increases have occurred:

- An increase of 14% of schools believed that the programme had increased its integration into the school's PSE scheme of work.
- An increase of 8% found value in the officer's supportive school policing and reassurance role this academic year
- An increase of 8% considered the development of their pupils' personal and social skills, regarding the topics covered by the Programme, to be enhanced by the Police officers.
- An increase of 6% believed that the range of teaching methods and resources secured the active engagement of all learners.
- An increase of 6% found that the Police officers had enriched pupils' knowledge and understanding of topics covered by the Programme.
- An increase of 6% considered the ability of their pupils to make informed decisions in real life situations to be enhanced by the involvement of the Police officer in the delivery of the Programme.
- An increase of 4% % indicated that the Programme has successfully continued to support the PSE syllabus in their school.
- An increase of 3% expressed that they were totally satisfied with the standard of the officer's deliveries.

All results this year in the excellent, very good and good grades were above 93%

Additional topics requested

A variety of additional topics were suggested by schools some of which are already being addressed by the introduction of the supplementary menu (highlighted in red) The most frequently requested were:

Comments

'A very effective initiative, please continue'

TOPIC	KEY STAGE	Reason
Consequences of crime	KS2	This we feel is relevant here
Danger of play on railways	KS2	Common occurrence
Child protection abuse	KS2	Need to know agencies they can refer to
Community Diversity /race issues	KS2	Ethnic children in schools and local community increasing multi cultural society
Mobile phone/Internet safety	KS2	Many not aware of chat room dangers
Alcohol binge drinking	KS3	More of a problem than drugs
Bullying	KS3	Particularly year 7
Anti-Social Behaviour	KS3/4	To combat local issues environmental costs to community
Mobile phone/Internet safety	KS3/4	Increased involvement in chat rooms modern bullying
Stranger Danger	KS1	Children at this age very vulnerable and trusting of all adults
Behaviour on buses	KS3/4	Linking to ASB
Safe Driving	KS3/4/5	Accepting lifts in cars from older youth / accidents and attitude towards speed so many accidents involving young people
Arson	KS3/4	Increasing problem with fires
Alcohol	KS4	Mainly from a health and safety perspective
Knife Crime	KS4	This is on the increase

Schools are obviously very positive about the programme as indicated by the analysis of the questionnaire. It is frequently described as 'excellent' many schools asking for 'more' and expressing the hope that the programme will continue to provide support for schools.

The comments below illustrate the regard the schools have for the programme and the officers involved. The comments are divided under three headings.

Benefits for pupils:

- *Opportunities to discuss very important issues with experienced police officers.*
- *Officers introduce pupils to real life matters and incidents and develop their skills and attitudes to better deal with them.*

- *Officers can turn theory into practice.*
- *A strong well structured programme presented in a very effective way.*
- *Officers positively influence the way children think and their views about the police.*
- *It is strongly believed that the sessions have been of great benefit to the pupils. The sessions have been excellent and the pupils have learnt many essential lessons.*
- *The input in to our schools' PSE curriculum is seen by the children as being delivered by people with a great deal of knowledge and understanding in the needs of delivering these sessions with enthusiasm and impact.*
- *Good relationships have been established with pupils and staff. Even the very young children look forward to the visits'*
- *'Very Good standard of presentations. The presentations are relevant to pupils'*
- *We very much appreciate the input from the police officers, especially at the upper end of KS 2 as they have a greater impact and impression on children'*

Benefits of the deliveries:

- *Delighted and grateful for the support and contribution the deliveries make to the PSE curriculum.*
- *Delivered most professionally, especially effective because the officers use a variety of strategies to maintain the pupils' attention.*
- *Children learn through their enjoyment, they look forward to the deliveries.*
- *Excellent presentations which pupils remember from one term to the next.*
- *We are fortunate to have such a detailed and effective programme to support schools in raising awareness of such matters. As a school we hope that we will continue to benefit from such pro-active measures.*
- *We feel the Police involvement in the delivery of The Programme is essential to the coverage of our school's PSE Curriculum. It is invaluable to have his expertise to cover these topics and to reinforce partnerships between education and the police. Thank you.*
- *The Police School Liaison Programme is an excellent way of enriching the PSE curriculum in our school. It is an excellent resource and enriches the children's learning in a very real and practical way. Keep up the good work!*
- *"A school Liaison programme that actually works ... at last! Keep it going"*
- *"This is the best link with the police for years"*
- *We are happy with the service that is provided. The partnership is important and we want it to carry on in the future so that more pupils benefit from the programme'*

- *'The policeman is becoming a familiar figure within the school. He commands a healthy respect and a warm friendliness, which is good. He prompts useful debate on issues related to behaviour and safety'*
- *The officer has contributed greatly to the school, both through the PSE programme and on general day to day issues. I cannot speak highly enough of his contribution to the school this year'*
- *The scheme allows teachers to tap into a wealth of knowledge and expertise, for which we are extremely grateful. Long may it continue!!!*
- *'A valued service and a credit to the officer providing the delivery of the programme'*
- *'We are delighted to receive the support of this programme. We warmly welcome the link between the Police Force and our school community. Thank You'*
- *'An excellent addition to our scheme of work - invaluable support'*
- *'Delivery is excellent and concentrates on involving the children in lots of different practical activities. The children love participating and get a lot out of these activities and also the thinking activities where they come up with their own ideas'*
- *This service is excellent additional resource and ensures 'real life' experiences are incorporated into our curriculum.*
- *I think that we have been offered an excellent programme which compliments our existing PSE programme and which adds to it every year. I certainly would not want to lose it. The support we have from our Police Liaison Officer is excellent - the programme is well planned and as a consequence is delivered effectively. The pupils and staff are most appreciative. Thank You'*
- *'We have introduced a new programme since September and the weekly visit from the Police Officer has been a highlight in many classes. The response from both pupils and tutors has been tremendous, and I have found the PC to be efficient and motivational with regards to encouraging the pupils. He has quickly become an integral part of the PSE sessions our school'*

Benefits for the wider community:

- *The programme has raised the profile of the community police officer and pupils feel more confident in approaching them.*
- *It is good for heads to have direct contact with the police, someone with whom it is possible to discuss issues in order to enhance behaviour both in and out of school.*
- *A recent incident after school hours involving young children, indicated how effective the messages by the police officer have been. Parents and governors have commented on the success of the programme in the school.*
- *Partnership working with the police has had a very clear effect on the pupils. An anti-crime committee established at school.*
- *Pupils have expressed an interest in joining the police as a career*
- *The officers are well known to the children as they move through school. It helps to promote a positive image of the police force – where*

negative images may be all the children get from home/ TV. A definite plus point in our school.

Conclusion

The evidence above demonstrates overwhelming support for the All Wales Police School Liaison Programme across Wales; that its delivery is highly successful and that schools appreciate and value the positive relationships that their SLOs/SCPOs are building up with them over many years. The enthusiasm and dedication of the SLOs/SCPOs in all four forces for the work that they do is reflected in the many positive comments made by schools about the programme and the SLOs/SCPOs.

KEY STAGE	CORE			SUPPLEMENTARY MENU
	DRUG & SUBSTANCE MISUSE	SOCIAL BEHAVIOUR & COMMUNITY	SAFETY	
KS1	<p>WHO? WHAT? WHERE? TAKE CARE!</p> <p>The dangers and the benefits of medicine</p>	<p>RIGHT OR WRONG?</p> <p>Understand Right and Wrong Actions</p>	<p>PEOPLE WHO HELP US!</p> <p>What to do in an Emergency or when feeling unsafe</p>	
LKS2	<p>T.A.S.K. FORCE</p> <p>Tobacco, Alcohol, Solvents: Knowledge</p>	<p>STICK AND STONES!</p> <p>The nature and consequences of bullying</p>	<p>FRIEND OR FOE NEVER GO!</p> <p>Strangers at home and in the community</p>	
UKS2	<p>"WINGS TO FLY" / IT'S YOUR CHOICE Legal and Illegal Substances</p>	<p>STREET CORNER CULTURE Anti-social Behaviour Actions and Consequences</p>	<p>CRUCIAL CREW Safety Workshops Multi-Agency</p>	<p>1. Alcohol & Solvents - So! What's the problem</p> <p>1. Diversity - Noughts & Crosses</p> <p>1. Mobile Phones - Phone Friends</p> <p>2. Internet/Chat Rooms - Safe Surfing</p> <p>3. Behaviour on the Buses - No Fuss on the Bus</p>
KS3	<p>"THE EVENT" / CLASS ACT Illegal Substances, Effects, Risks and the Law</p>	<p>KIDDO'S CHOICE?</p> <p>The Consequences of ASB and Crime</p>	<p>PERSONAL SAFETY The Risks and Dangers</p>	<p>1. Alcohol - Think about drink!</p> <p>2. Solvents - Solving the Problem!</p> <p>1. Car Crime - Wheels of Misfortune</p> <p>2. Bullying - Breaking the Cycle</p> <p>3. Diversity - Cultural Identity</p> <p>4. Kiddo's Choice</p> <p>1. Behaviour on the Buses - Just the Ticket!</p> <p>2. Internet safety - Thinkuknow?</p> <p>3. Diversity- Rights/Responsibilities</p> <p>4. Weapons - Asking for Trouble?</p>
KS4	<p>"DnA DAY" / RUE THE DAY Community Information Help and Advice</p>	<p>COMMUNITY DIVERSITY Challenging expressions of prejudice and stereotyping</p>	<p>SAFER RELATIONSHIPS Identification, Support and advice</p>	<p>1. Consequences of alcohol Spiked Drinks - Date Rape - Double Trouble</p> <p>1. Car Crime - Know Fear</p> <p>1. Weapons, Guns, Knives - Why Weapons?</p>

