

## Tilley Award 2006

### Application form

Please ensure that you have read the guidance before completing this form. By making an application to the awards, entrants are agreeing to abide by the conditions laid out in the Guidance. Please complete the following form in full and within the word limit. Failure to do so could result in disqualification from the competition.

Completed application forms should be e-mailed to Tricia Perkins; [patricia.perkins@homeoffice.gsi.gov.uk](mailto:patricia.perkins@homeoffice.gsi.gov.uk)

All entries must be received by noon on Friday 28th April 2006. No entries will be accepted after this time/date. Any queries on the application process should be directed to Tricia Perkins on 0207 035 0262. Any queries regarding other aspects of the awards should be directed to Michael Wilkinson on 0207 035 0247 or Lindsey Poole on 0207 035 0234.

Please tick box to indicate whether the entry should be considered for the main award, the criminal damage award or both;

Main award

Criminal Damage Award

Both Awards

#### 1. Details of application

Title of the project **INSPIRE**

Name of force/agency/CDRP: **Sussex Police**

Name of one contact person with position/rank (this should be one of the authors): **PC Caroline Adams**

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Name of endorsing senior representatives(s) **Joe Edwards**

Position and rank of endorsing senior representatives(s) **Chief Constable**

Full address of endorsing senior representatives(s)

**Sussex Police Headquarters  
Church Lane  
LEWES BN7 2DZ**

## 2. Summary of application

In no more than 400 words please use this space to describe your project. Include details of the problem that was addressed a description of the initiative, the main intervention principles and what they were designed to achieve, the main outcomes of project particularly in relation to the problem, evidence was used in designing the programme and how the project is evaluated.

In 2001 Sussex Police, through its 'schools liaison' sponsoring Department (Community Safety), recognised the need to re-assess its schools liaison work and decide future direction. This coincided with new 'Citizenship' requirements of the DfES National Curriculum for lessons in schools on the criminal justice system. In carrying out this reassessment and the subsequent designing of a new schools programme, the project team used a problem oriented approach. The project team was a partnership between police Youth Safety staff and an advisory teacher from West Sussex County Council. The partnership later included the charity, Milly's Fund. The team had an annual budget of £22,000 in addition to the salaries of the two police members.

The overall objective of the project was to develop a new programme of police inputs for delivery by Schools Liaison Officers (SLOs) throughout the schools of Sussex. A secondary objective was to create a personal safety lesson pack within the programme, so as to reduce the likelihood of children and young people becoming victims of crime.

The review of 2001 included consulting with the schools of Sussex, examining practice in other police forces and identifying needs of police and partner agencies e.g drugs and alcohol action teams.

The project team's analysis of the problem comprised issues relating to:-

- schools and pupils;
- schools liaison officers; and
- Sussex Police.

Key findings were the need for a corporate schools programme and more skills for SLOs, particularly in interactive teaching.

The project team additionally consulted pupils, youth offending teams, crime and disorder partnerships, education authorities, SLOs and educational resource suppliers in the design of the 'Citizenship' schools packs (titled 'Inspire') and later the 'Inspire - Personal Safety' pack. The project was completed in April 2004. Throughout its duration, training sessions were held for the SLOs as each pack was developing and completed.

The project has been evaluated using a range of measures, both quantitative and qualitative, including each SLO's performance. Among the findings, 80% of schools were very positive about 'Inspire', all pupils demonstrated that their learning objectives had been met and wanted a police officer to deliver these lessons. BCUs, DAATs and CDRPs make use of lesson input data in the monitoring of their action plans. The project team has continued to evaluate the programme and SLO lesson deliveries. Its next piece of work will be to update the original Citizenship packs taking account of the team's experience since 2003.

### **3. Description of project**

Describe the project following the guidance given in no more than 4000 words

#### **Introduction**

The purpose of the police Schools Liaison Officer (SLO) is to work in partnership with their local schools to reduce offending and anti-social behaviour and to prevent young people becoming victims of crime. The principal method used is one of specific lesson inputs to classes and year groups, with an audience age range from 4 to 18.

Sussex Police has had SLOs dedicated to that purpose since 1968, initially in an informal way. In 1986 the number of SLOs was increased to 21 across the force area and a more formalised working programme was established. Over those years, SLOs have been managed, generally, at a BCU (divisional) or local level, rather than directly from a headquarters department. However, a headquarters department (Community Safety Branch) has been the 'professional lead' for the SLOs in respect of resources, guidance, training and links to the local education authorities, particularly their schools advisory and inspection services.

The SLO role differs from that of officers sometimes titled 'safer schools partnership officers' whose primary role is to investigate crime or anti-social behaviour in or connected with schools.

For a number of reasons detailed later, by 2001 it was clear that Sussex Police needed to re-assess its schools liaison work and decide future direction. From that process a completely new programme called 'Inspire' (**I**nputs from **S**ussex **P**olice **I**n **R**eal **L**ife **E**ducation) was devised. SLOs now deliver classroom lesson inputs to the pupils of all 713 schools of Sussex.

#### **Overall Objective of the Project**

From January 2002: to develop a programme of police oriented inputs for delivery by SLOs throughout the schools of Sussex that was of consistent quality and dynamic construction by September 2005.

#### **Secondary Objective**

By September 2004: to create an affective personal safety lesson (or series of lessons) for children and young people within the police schools programme, so as to reduce their likelihood of becoming a victim of crime, bearing in mind the limited knowledge available to agencies of the effectiveness of previous messages and lessons.

#### **Definition of the Primary Problem**

The role of the SLO was substantially reviewed in 2001. This review was carried out by the West Sussex Schools Advisory and Inspection Service at the invitation of Sussex Police Community Safety Branch. Coincidentally it became known in the same year that the Department for Education and Skills (DfES) intended making 'Citizenship' a statutory subject in the national curriculum for secondary schools from September 2002 and specifically to include the criminal justice system within it. The review findings, together with the need to respond adequately to the 'Citizenship' requirement, revealed the following **analysis**:

#### **Schools / pupils (the client):**

- Uneven SLO service delivery to schools;
- Wanted more police officer time in their classrooms;
- Wanted to know more about what SLOs could do for them;
- Wanted skilled SLOs with interactive teaching methods as opposed to a didactic teaching style;
- High demand from schools required better management of SLOs and improved quality of lesson plans;
- To ensure that schools knew that their key learning intentions were being met and to satisfy Ofsted inspection standards;
- No system of assessing what schools and pupils thought of having a police officer in the classroom;

### **SLOs (the human resource):**

- A highly self-motivated and enthusiastic group of police officers, mostly working alone and unsupported and who wanted to do a better job;
- Many SLOs had become engaged in too wide a range of activities with some of their schools and consequently focus on core responsibilities were being diluted;
- Wanted a clearer definition of what was expected of them and more structure for their work;
- Needed a proper schools programme within which to work with common and readily available resources;
- Wanted more skills training.

### **Sussex Police (the organisation):**

- No current and identifiable schools programme;
- SLOs were devising their own inputs;
- No corporate and consistent schools message from Sussex Police underlined by the wide variety of SLO self-devised subjects, inputs and delivery methods;
- Inconsistent information and service to schools;
- Selected lesson inputs contained ideas and methods from which to build a corporate programme;
- Little or no knowledge within divisions of what SLOs were doing or could do;
- No 'strategic' knowledge within the sponsoring department (Community Safety) of what SLOs were doing;
- No direction given to targeting school inputs to local needs or policing priorities and objectives;
- Lack of synergy between SLO inputs and needs of CDRP, DAAT and YOT strategies;
- No means of measuring the effectiveness of the lesson content or the quality of delivery;
- Need to ensure divisions knew their objectives were being met.

### **AND**

- Very limited good practice nationally or internationally (e.g. 'D.A.R.E.' had too narrow a focus and substantial delivery implications)

### **Response to the Problem**

#### **Objectives of the project - based on the analysis:**

In addition to the overall objective (above) –

- By September of each year there would be in place a specified SLO pack of lesson plans with the SLOs trained to deliver it. The packs were to be titled with their delivery years as follows:-
  - secondary pupils 'Citizenship' pack (2002);
  - primary pupils 'Citizenship' pack (2003);
  - primary and secondary personal safety packs (2004) - albeit their detail emerged progressively.
- This programme was to be used uniformly across Sussex by all SLOs and to meet, as far as practicable each of the issues raised by the earlier analysis. In particular, it would –
- Ensure schools' key learning intentions in Citizenship were met;
- Improve the quality of input and SLOs' skills needs;
- Enable the sponsoring department and police divisions to monitor quality, quantity and range of schools inputs; and
- Ensure police and partnership reduction strategies were accurately supported.

## **Project Framework –**

The project team, based in the headquarters Community Safety Branch, comprised the youth safety officer (a police officer with an SLO background), an advisory teacher and a clerical assistant. It was led by the Youth Safety Team inspector. It was identified that the specialist knowledge of an advisory teacher was vital to the successful development of the new programme. The schools liaison programme budget – previously solely for materials - was increased by £12,000 p.a. to £22,000 p.a. in order to secure a two days per week secondment. This compared extremely favourably with a quotation received from an education resources development company for providing the secondary pupils Citizen pack for £180,000. A force policy commitment was made for a £22,000 p.a. budget to run for the next 4 years, in line with the projected programme development timetable.

## **Business Processes -**

The following processes were initially recognised as critical to developing the packs:

- Product research (i.e. further scanning and analysis);
- Lesson content design;
- Creation of supporting material;
- Lesson field testing with pupil audiences;
- Consulting with SLOs on lessons and pack content;
- Incorporating consequential re-design;
- Production of the final pack;
- Training SLOs in its application;
- Distribution of packs and supporting material;
- Publicity to schools;
- Monitoring and evaluation of lesson delivery.

## **Citizenship pack development –**

The key learning intentions contained in the relevant strands within the DfES-produced Citizenship 'scheme of work' identified the elements to be designed into the pack. Additionally DfES guidance stated which subjects were best delivered by a police officer. The scanning of other police forces' current development work revealed that no other force was working on a full Citizenship programme, however some had produced material that could potentially be incorporated in the Sussex pack. No 'off-the-shelf' product existed that met the required criteria. The task was clear: to design and produce a bespoke pack for Sussex Police.

From material gleaned, the needs analysis obtained and based on their own professional knowledge, the team designed a series of 20 lessons covering subjects such as anti-social behaviour, stealing, vandalism, racism, violence, crime and punishment and consequences of crime. These were initially field tested with pupil groups before being delivered to the SLOs at one of their regular in-house training sessions. The lesson plans included guidance to SLOs on interactive teaching methods to aid affective delivery. The SLO training session generated some lesson plan amendments and saw the collective naming of the pack as 'Inspire'. The pack was produced in a good quality binder form in-house by the clerical assistant. This production took 3 to 4 months overall but at a considerable cost saving to contracting out this work to professional publishers. In September 2002 it was distributed at a two day course in which the SLOs were trained by the team on how best to deliver it. This was timed to coincide with the DfES Citizenship curriculum launch that same month.

Following the same process, the primary pupils pack was produced by September 2003.

A review of progress in September 2003 confirmed the earlier belief that there were subjects that SLOs had traditionally delivered which were not included within the 'Inspire' Citizenship pack, for example personal safety, drugs and alcohol. Although identified as a need in 2001, it was not clear over the intervening two years what this part of the programme would look like and it was therefore decided that this work should form a project second phase.

### The 'Second Phase' Problem ('Inspire – Personal Safety'):

In addition to the earlier **analysis** carried out in relation to the primary problem, the following **factors** were identified that were specific to the **second phase (or secondary) problem:-**

- Young people tended not to see the risks;
- Behavioural change was needed for them to react adequately to those risks;
- Impact and challenge was essential to aid recognition of the above two issues;
- Very good interactive teaching content was crucial, designed specifically for SLOs;
- Resources would have to be considerably versatile and flexible;
- There was no evaluated practice within this policing domain.

In order to assess the direction of this phase of the project, the **scanning process was revisited** as follows:-

- A series of focus groups with pupils aged 11 to 16 years to identify what approaches might work and what could be good influencing triggers;
- A survey of other police forces' practice and developments in this field since 2001;
- Sharing of early ideas with the SLOs and using their feedback;
- Examining teacher-led resources, principally from private suppliers; and
- Viewing the Milly's Fund video 'Watch over Me', produced by **Miss Dorothy.com**.

### Ongoing Response:

The first and last items proved to be the most helpful. The focus groups gave the team vital pointers to developing the range of subject matter that needed to be covered and identifying the most affective ways of delivering key messages. Topics such as drugs and alcohol misuse, bullying, internet chat rooms, mobile phones, walking alone and situations involving older children were to be included. The 'Watch over Me' video contained a small number of film clips which were ideal for being incorporated into some of the 'Inspire – Personal Safety' lessons.

### **Milly's Fund -**

Milly's Fund was a charity that had been set up by Sally Dowler in 2002 to educate young people about personal safety, following the abduction and murder of her 13 year old daughter Milly on her way home from school in Walton-on-Thames. It was a case that had received substantial national media coverage and consequently Milly's Fund and 'Watch over Me' had a high profile in the field of child safety at that time. One of the activities of the charity had been to produce this video and to distribute it to all secondary schools in the country.

In order to obtain permission to make use of material from 'Watch over Me', contact was made with Sally Dowler in January 2004. The progressing content of the Sussex 'Inspire – Personal Safety' was shared with her. This resulted in the forming of an additional partnership with Milly's Fund and the joint development of the final package comprising nine personal safety lessons. So impressed was Sally Dowler with the work of the partnership that Milly's Fund contributed in excess of £50,000 in order that the pack could be designed and produced and subsequently distributed to every police force in the country. Sally Dowler included 'Inspire – Personal Safety' in her presentation of Milly's Fund to the 2004 National Youth Justice Conference of the Association of Chief Police Officers.

The 'Inspire – Personal Safety' pack was finalised and produced for Sussex Police SLOs in April 2004, six months ahead of schedule. SLOs' training in the use of the pack was very well received. In part this was because they recognised that their feedback and contributions had been included in it and that the team had incorporated teaching strategies with which they were comfortable.

The original annual funding formula for the project team was continued for a further year, i.e. until March 2006.

## **Assessment**

### **Method -**

The project evaluation focused on the three Inspire packs and how effectively they were delivered by the SLOs. It was built into the project programme from the start, commencing with feedback from the SLOs on the initial design ideas. Between September 2004 and March 2006 a more detailed system was applied by **analysis** of:-

- Questionnaires to every school;
- Lesson observations of the SLOs by the advisory teacher in the project team;
- Pupil focus groups immediately following the observation;
- Verbal feedback to the SLO;
- SLOs' own comments elicited during conference / training sessions; and
- SLO lesson data returns.

### **Findings from schools questionnaire -**

36% of the questionnaires were returned (It was later discovered that the questionnaire didn't always reach the right person). Of the questionnaires returned:-

- 80% were very positive about the Inspire programme;
- 67% felt that the pupils' needs had been met during the sessions;
- 62% said that Inspire resources were suitable and appropriate for all pupils;
- 57% felt that their pupils' knowledge of the law had improved;
- 24% said that they didn't recognise the branding of Inspire but were interested in finding out more.

### **Additional comments from schools -**

The following were among a large number received:

*"I have found the work and nature of PC Ross over the years Inspiring in itself! Materials are always useful, but the greatest resource is PC Ross and the way she works with me in delivering an excellent programme".*

*"We are pleased to work in partnership with the Inspire programme to provide an enriched curriculum for our pupils. In addition we are grateful to PC Law, who is piloting a project for our Yr6 pupils who are most vulnerable and at risk of exclusion."*

*"I think that it is important that the children have experience of working with the Police in a familiar situation. The lessons are enjoyable, fit in with the curriculum and have a positive effect on the pupils."*

Whilst the above quotes are only examples, PSHE co-ordinators now work far more closely with their SLO, ensuring better value is obtained for the schools by this improved working relationship.

### **Findings from observations of SLOs -**

- Most SLOs were using Inspire. Three of 36 observed lessons were not;
- In the Inspire lessons observed the learning objections were met;
- The lessons that were most successful were those that included the greatest pupil participation;
- Some SLOs were reluctant to use interactive methods with secondary pupils or get immediate feedback from pupils to measure lesson impact;
- The SLOs were very professional in their conduct;
- All SLOs have a good rapport with pupils and the schools;
- Reasons the officers gave for not using Inspire were:
  - The school wanted an alternative lesson;
  - The lesson had to be taught to a whole year group;
  - The SLO was using material that they had always used and felt worked for them.
- Schools were occasionally not prepared for their SLO's visit, despite close liaison by the SLO with the school; and
- Some SLOs' lesson selection was not based on pupil needs.

### **Findings from pupil focus groups -**

- Every pupil felt that the lesson should definitely be led by a Police Officer, giving these reasons (among others):
  - They felt safe;
  - The information is better coming from a Police Officer than a teacher;
  - Police Officers know about the law;
  - Police Officers give straight answers about the law;
  - Police Officers are trustworthy;
  - Police Officers have up to date knowledge;
  - Police Officers know what is really happening out there;
- All the pupils demonstrated that the learning objectives had been met during the lesson;
- All the pupils had enjoyed the lesson and remarked that it was often better than their normal PSHE and Citizenship.

### **Analysis of lesson returns data -**

#### **Lessons usage -**

There is now central oversight of the number and type of lesson inputs each SLO makes. In 2001 this was just not possible. Spreadsheet analysis has enabled the project team to identify which lessons are used more than others, investigate the reasons and plan lesson redesign or training inputs. It has also shown those SLOs who have too much emphasis on inputs to primary pupils as opposed to secondary and vice versa, identifying possible training needs, etc.

#### **Sussex Police Divisions -**

Inspire has raised the profile of SLOs on divisions where they are now being tasked by their National Intelligence Model (NIM) groups to provide educational inputs as part of an operational response to problems. Additionally divisional supervisors are requesting data on the quantity and range of school inputs for use in SLOs' personal development reviews.

#### **Value to partners -**

As a direct result of the pre-design consultation for 'Inspire – Personal Safety', SLOs are specifically requested to carry out all the drugs and alcohol inputs to schools within the three DAAT action plans in Sussex. In the year 2004/05 this amounted to:

- 160 lessons in Brighton and Hove;
- 346 lessons in East Sussex; and
- 325 lessons in West Sussex;

This was a total of 831 class inputs - at an average of 30 pupils per class. Previously no such inputs occurred at all.

On behalf of the seven CDRPs in West Sussex and the West Sussex County Council Community Safety Plan, the youth affairs lead for West Sussex regularly requests schools input data, for example there were 51 lessons on offensive weapons delivered between September 2005 and March 2006 in West Sussex secondary schools.

#### **Lesson content sample -**

The lesson plan which includes the topic Internet 'chat rooms' gives a flavour of the Inspire – Personal Safety pack. It is just one of 16 scenarios contained within the 'C-it' lesson plan, which is itself one of the nine lesson plans contained in the pack. The objective of this lesson is to introduce the concept of personal safety and to highlight the fact that choices have consequences. Groups of pupils view a cartoon style picture and are invited to think what risks might be involved and why. In this case the picture is of a boy sitting alone at his home computer. Facilitated by the SLO, they are asked to create their own story around their answers and relate it to the class. The stories are discussed with a view to identifying the risks, considering a parent / carer's viewpoint, moving the scenario to a safer position, identifying where help could come from, providing advice - such as how to report a suspected chat room paedophile contact on line - etc.

In almost all instances of usage of this scenario, pupils have only identified risk such as spilling coffee or tea on the keyboard (!), rather than the possibility of grooming by paedophiles. This has created opportunities to challenge and teach very effectively in this sensitive area.

### **Adaptability –**

In April 2005 Sussex Police identified an emerging problem of a rising level of incidents involving imitation firearms. The problem profile directed by the force NIM tactical tasking and co-ordination group included, as part of the response, an educational input for schools. A lesson plan was devised by the team, following consultation with the West Sussex Youth Cabinet. This was based on a DVD showing a typical imitation firearms incident involving young people, who were in fact volunteers from the Youth Cabinet. The lesson plan is now an integral part of 'Inspire – Personal Safety' in Sussex and was delivered to 83 separate classes between September 2005 and March 2006. Impact evaluation is scheduled for June 2006.

This was a significant development. It proved the adaptability of the pack, the programme as a whole and the partnership team – being able to design and incorporate a new lesson plan at short notice and to the same quality. It was also the first time that Sussex Police has utilised a bespoke and targeted education input in such a planned way as part of an 'operational' response to a force-wide problem.

### **Overall comments –**

- Inspire has given Sussex Police the means of identifying strengths and weaknesses in their SLOs' relationships with the schools they serve;
- The six days' SLO training per year is now more skills oriented with a clear focus on improving delivery of Inspire. Each day is subject of structured participant evaluation – not 'happy sheets';
- Police divisions, CDRPs and DAATs now have clearer options for offender related preventative activity which can be readily converted into measurable outputs;
- Data on SLO inputs is now available, whereas before the project there was no data and therefore no 'picture' of schools related activity existed;
- One of the main strengths of the partnership lay in the professional background and 'independence' of the advisory teacher, particularly in the areas of SLO observation and training;
- The work of the project team has, in effect, become 'mainstream';
- Feedback from other forces who received 'Inspire – Personal Safety' courtesy of Milly's Fund has been very good. It is understood that it is being widely used.

### **Recommendations from the Evaluation –**

- Inspire should be the only resource used by SLOs in Sussex schools;
- A quality 'flyer' should be produced for SLOs to raise the profile of the Inspire branding;
- More training is needed for SLOs particularly targeted at secondary age interactive teaching methods and greater classroom impact;
- A needs analysis tool should be developed to ensure SLOs deliver lessons appropriate to school and pupil profiles;
- SLO lesson input returns to the project team require to be fully compliant so that the team can complete accurate reports for SLOs' supervisors each half term;
- Need to re-visit and redesign the 'Citizenship' packs;
- There is a need to develop SLOs' capacity to work with more challenging groups and those pupils who are most vulnerable to becoming offenders or victims;
- Funding of the programme should be maintained at the same level to ensure the continued specialist input of the advisory teacher; and
- SLOs need a 'buddy' system in which to work and learn from each other.