

# INSPIRE

**An evaluation of the Sussex Police schools education programme**

Victoria Boelman & Hannah Kitcher / September 2014

## About the Young Foundation

We are The Young Foundation and we are determined to make positive social change happen. We pioneered the field of social innovation with The Open University, UpRising and Studio Schools. We work closely with individuals, communities and partners building relationships to ensure that our thinking does something, our actions matter and the changes we make together will continue to grow.

[youngfoundation.org](http://youngfoundation.org)

## Sussex Police

Sussex Police serves a resident population of over one and a half million people. Our county is very diverse including rural and urban areas as well as cosmopolitan cities like Brighton & Hove.

Our defining statement, 'Serving Sussex', means we're committed to keeping people safe (catching criminals, cutting crime and dealing with critical incidents), strong neighbourhood policing and making best use of our resources. Sussex Police demonstrates a firm commitment to equality and diversity, both within the organisation and through the service we provide to our public.

We have almost 3,000 police officers and over 2,200 police staff, including Police Community Support Officers (PCSOs), who perform a wide range of operational and support roles. We are also lucky to have a team of volunteers that includes over 350 Special Constables and around 180 Police Cadets.

[sussex.police.uk](http://sussex.police.uk)



# TABLE OF CONTENTS

Executive Summary.....	4
The INSPIRE programme.....	7
Aims & approach.....	8
Primary Schools .....	12
Previous contact with the NSO .....	12
Attitudes towards the police and the law .....	13
Knowledge and understanding .....	22
Secondary Schools .....	32
Previous police contact.....	32
Attitudes towards the police and the law .....	35
Knowledge and understanding .....	43
Lesson delivery and materials .....	49
Police-school relations .....	58
Recommendations .....	61
References .....	64
Appendix 1: the INSPIRE curriculum.....	65

# SUMMARY

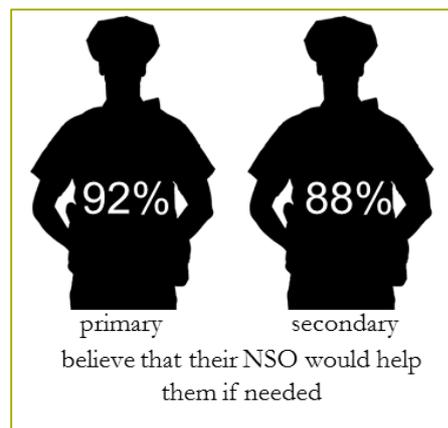
INSPIRE is the Sussex Police Education Programme which aims to “educate children and young people, in order to prevent them from becoming victims or offenders of crime”. It is currently delivered by 21 serving Police Officers (Neighbourhood Schools Officers - NSOs) across 78 secondary schools and 446 primary schools, reaching approximately 112,000 pupils each year.



This evaluation examines the success of the programme in terms of how it increases knowledge and understanding of young people, and how it helps shape attitudes towards the police and the law.

The evaluation has shown that the INSPIRE programme has positive impacts for both primary and secondary school children:

- **Overall pupils have a very positive opinion of their NSO.** They are perceived as friendly and approachable by the vast majority. In general, they believe the police will help them when needed, that they treat young people fairly and they understand young people’s problems. In addition, although only a small number of pupils (6%) had been “stopped and searched” by the police in the past, they still appeared to retain a positive opinion of them and believe that they would be treated fairly if it happened again. These students all know their NSO by name and sight and believe they would help them if needed, demonstrating the ability of NSOs to build positive relationships with this group of young people.



- **INSPIRE lessons increase pupil’s knowledge and understanding of the law, and the consequences of breaking it.** There are some variations in outcomes between different lessons but all sessions included in the evaluation prompted young people to think about their actions, assess potential risks and explore the options open to them.
- INSPIRE lessons increase the confidence pupils have in contacting the police in times of need. The main reasons for this appear to be:
  - The NSOs represent the ‘human face’ of the police

- The INSPIRE lessons increase the pupils knowledge about situations when it is appropriate to contact the police
- The NSOs and INSPIRE lessons help to break down misinformed perceptions of the role of the police.

**62% of primary school pupils know their NSO by name and/or sight**

**96% of secondary school pupils know their NSO by name and/or sight**

- Staff as well as primary and secondary school pupils place high value on having the lessons delivered by a uniformed police officer, as opposed to a non-uniformed police officer, PCSO or teacher. They recognise that this benefits the pupils, teachers, the school and the wider community in the following ways:
  - *Pupils* are more likely to pay greater attention to what they are being taught because they recognise and respect the officer's status and because there is added credibility in their message due to their knowledge and experience of the law. The uniform is appealing and impressive to primary children and conveys authority to secondary pupils.
  - *Teachers* value the added knowledge NSOs provide them by verifying the facts regarding the law and bring detailed local knowledge and examples.
  - *School* value having the support of a police officer who is on call to provide support and advice in situations as and when they arise. They also feel that the NSOs help to improve school-community relations through delivering parent sessions and providing links with outside agencies. They believe that the NSO's role in helping to tackle issues in school before they escalate leads to improved relations between young people and the wider community.

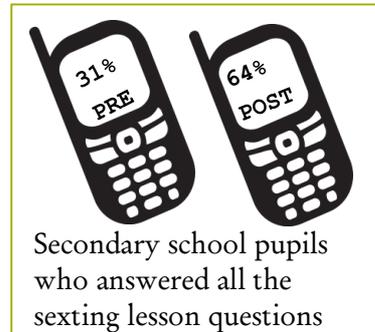
PCSOs, in contrast, are not perceived to have the same degree of knowledge of credibility.

Nonetheless, **in line with previous research (e.g. Hopkins, 1994) this evaluation confirms that there are challenges in translating the positive opinion pupils have of their NSO to the police in general.**

- There are clear indications that the perceived friendliness and approachable nature of NSOs does not extend to the police in general. Whilst the young people are forth coming with positive comments about their NSO, they are more likely to express mixed opinions about the police in general.
- Young people are more likely to turn their NSO in the event of a problem than another police officer. However, this is not necessarily negative as it is preferable that young people have at least one officer they feel able to trust and approach.
- Further, some NSOs report their colleagues have found it easier to interact with some young people in the street. By asking them if they know "PC X", the NSO, they can capitalise on that positive relationship and use it as a point of connection.

The evaluation also considered the content and delivery of the sessions with a view to identifying potential areas for improvement.

- **The session content is generally good as evidenced by the pre- and post- lesson assessment which showed improvements in pupils' knowledge and understanding of the issues.** As well as the observed improvement in the pupils' ability to recall facts taught, pupils were also able to think more critically about issues, particularly concerning personal safety.



- **The INSPIRE programme is particularly valued by schools for the flexibility it allows in the content and programme of lessons delivered. Head teachers appreciate this** unique feature of the programme as it enables schools to tailor the sessions to reflect issues of particular concern to their locality and within the current context.
- **Some lesson plans could benefit from a review.** The learning outcomes of some sessions are not clear and different officers deliver the same session in different ways. While young people still benefit, a greater degree of consistency and clarity would benefit both NSOs and pupils. Some other sessions would benefit from a review of content to ensure that content remains age-appropriate and materials engaging.

# THE INSPIRE PROGRAMME

INSPIRE is the Sussex Police Education Programme. It is delivered by serving Police Officers in the classroom. The underlying principles of INSPIRE are to “educate children and young people, in order to prevent them from becoming victims or offenders of crime”. It has been designed to fit in with the SEAL (Social Emotional Aspects of Learning) curriculum.

The lessons cover a range of issues, appropriate to the age group. These include risky behaviour and making safe choices through to drugs, knife crime, cyber-bullying and driving within the law. The full set of modules is listed in Appendix 1. Children in key stages 1-4 are covered by INSPIRE.

It is currently delivered by 21 NSO's (Neighbourhood Schools Officers) across 78 secondary schools (reaching approximately 100,000 pupils) and 446 primary schools (reaching approximately 112,000 pupils).

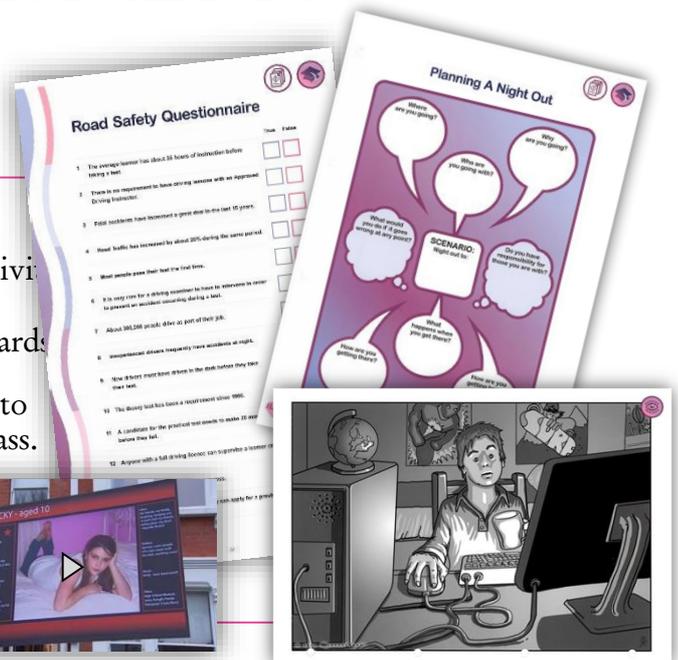
In the vast majority of Sussex schools, the NSO is the only regular police presence. A small number of secondary schools have in addition either a PCSO based on site or a Safer Schools Partnership Officer who deals with any incidents within the school.

## INSPIRE materials

Teaching materials include worksheets, activity sheets, videos (including those created by organisations such as CEOP) and picture cards.

Officers can use them to tailor each lesson to the age and ability of the students in the class.

In some classes (not observed), officers will bring “props” such as items of uniform, drugs or weapons.



# AIMS & APPROACH

## Aims and objectives

The overall aim of the research was to evaluate the outcomes of the INSPIRE programme, while also reviewing key aspects of process and delivery with a view to identifying areas for potential improvements.

The research also aimed to understand more about the attitudes of students in Sussex towards the police and the law in general, as well as their views on and relationship with their NSO.

Specifically, the evaluation aimed to address the following questions:

- What are the attitudes and knowledge of young people with regards to the law and the consequences of breaking it?
- Who do young people feel they can turn to in risky, unsafe or situations where the law is being broken, and what is the position of the police in general and the NSO in particular in providing advice/ help?
- What are the perceptions of young people with regard to the police, particularly in terms of their dealings with young people?
- What are the knowledge outcomes for young people from attending an INSPIRE lesson?
- What, if anything, is the benefit of having serving police officers delivering the INSPIRE lessons?
- What benefits are there to teachers and the wider school community of the INSPIRE programme?
- What opportunities are there to further improve the programme in terms of delivery and content?

## Methodology

The evaluation comprised five complementary components, mainly focused around ten schools:

- Pre- and post-lesson quantitative questionnaires with students in ten schools
- Observations of the ten INSPIRE lessons being delivered in the selected schools
- Small group discussions with students immediately after observed lessons
- Interviews with staff at schools participating in the observations plus staff from other schools within Sussex.

- Discussions with officers delivering the INSPIRE programme

### **The pre- and post-survey**

Students in the classes scheduled to have an INSPIRE lesson completed a questionnaire at two stages: 1) in the week prior to the lesson; 2) approximately six weeks after the lesson. In a small number of instances school holidays or timetable issues meant that the follow-up questionnaire was administered seven weeks after the lesson.

Primary school questionnaires were more picture-based and some teachers read out the questions to the class who filled in their individual responses. Questionnaires were mainly completed either during PSHE lessons or in tutor group time. Both questionnaires also included space for open comments (or drawings for primary children). Paper questionnaires were returned to the Young Foundation for processing.

### **Observations and focus groups**

A researcher observed all ten INSPIRE lessons delivered by officers. In total, five officers were observed, each delivering one primary and one secondary lesson. Observations were carried out with a view to recording: consistency between officers in terms of content and style of delivery of the same subject lesson; classroom management style and effectiveness; and the engagement of the students in the lesson.

After each lesson, a short group discussion lasting 20-30 minutes was carried out with a group of pupils. Teachers were asked to select 6-8 students representing a mix of genders, academic attainment, behaviours and socio-economic backgrounds. The group discussion explored perceptions of the police in general and their school's officer in particular. It also covered views on the content and style of delivery of the lesson, key learnings and how they would improve the lessons for the future.

### **Interviews with school staff**

At each school participating in the evaluation, either the Head Teacher or Head of PSHE participated in an interview lasting 30-45 minutes. Some of these were conducted in person, others at a later date over the phone. The interviews covered: the perceived benefits (or not) of the programme to the school; the relevance and suitability of the programme content; the impact it has on individual pupils and the wider school community; and areas for potential programme improvement. 18 interviews with staff from other schools across Sussex were conducted, including 2 with schools who do not currently use the programme and 1 that is an independent school.

### **Discussions with officers delivering the INSPIRE programme**

The views of officers involved in the programme were obtained through two initial workshops held at Sussex Police HQ and then further discussions with each of the officers whose lessons were observed, on the day of the visit.

### **The participating schools**

The ten schools selected to be included were chosen to cover all three policing areas within Sussex (East, West and Brighton & Hove), and to represent a mix of urban and rural areas and levels of deprivation. Five primary and five secondary schools were included. Table 1 indicates the profile of the schools and shows which year groups and lessons were covered.



Table 1: Profile of participating schools

<i>School:</i>		A	B	C	D	E
<b>Primary</b>	District	East	East	B&H	West	West
	Urban/Rural	Rural	Urban	Urban	Urban	Urban
	Deprivation <sup>1</sup>	Low (5.3%)	High (32.2%)	Low (7.7%)	Low (3.1%)	High (17.2%)
	Year	5	6	6	6	5
	Lesson	Ladder of Safety	Internet Safety	Internet Safety	Internet Safety	Internet Safety
<b>Secondary</b>	District	East	East	B&H	West	West
	Urban/Rural	Urban	Rural	Urban	Urban	Rural
	Deprivation	Low (5.7%)	Low (5.5%)	High (21.4%)	Low (5.2%)	Low (8.7%)
	Year	8	9	11	8	10
	Lesson	Drugs	Drugs	Consent	Sexting	Drugs

### **Content overview of lessons observed**

In total, three different secondary school lessons were observed and two different primary school lessons:

#### *Primary*

- Internet Safety – To raise awareness of the dangers of posting personal information online, the importance of using privacy controls and of asking for help if something they are uncomfortable with occurs
- Ladder of Safety – To help pupils think through some of the choices they have to make in everyday life and to make decisions which reduce the risk and keep them safe.

#### *Secondary*

- Drugs and the Law – To increase knowledge and understanding about legal issues relating to both legal and illegal substances, including alcohol in Year 10
- Short Word Long Sentence – To provide young people with the ability to identify situations that have the potential to cause them harm, with a particular focus on consent.

### **About this report**

This report draws on all aspects of the evaluation but prioritises the views of the young people and school staff.

Throughout the report we include illustrative quotes but have taken care to anonymise these as appropriate. All names given to officers in quotes are pseudonyms.

<sup>1</sup> Based on whether the percentage of pupils who are eligible for free school meals is higher or lower than the region average (East Sussex: 16%; Brighton and Hove: 21%; West Sussex: 10%) Source: <http://www.eduinfo.co.uk/>

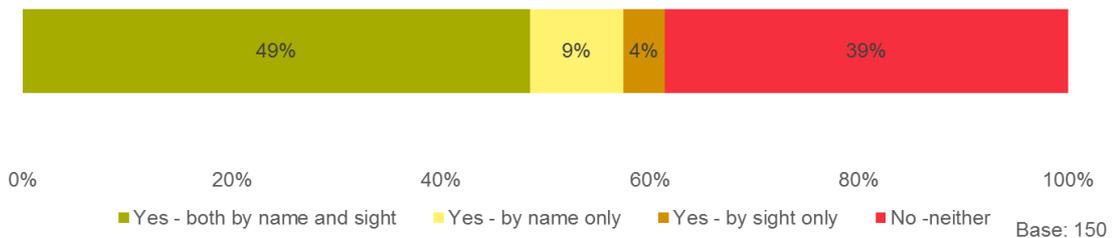
# PRIMARY SCHOOLS

## Previous contact with the NSO

Prior to the observed lesson, over one-third of the pupils did not know their NSO before they had the lesson with them (see Figure 1) and just under half of the pupils knew their NSO by name and sight before the lesson.

There was considerable variation between responses from schools with 95% of pupils in one school answering that they knew their officer by both name and sight whilst 97% of pupils in another school answered that they did not know their NSO either by name or sight. This reflects the differing patterns of engagement between different schools.

Figure 1: Knowing the NSO

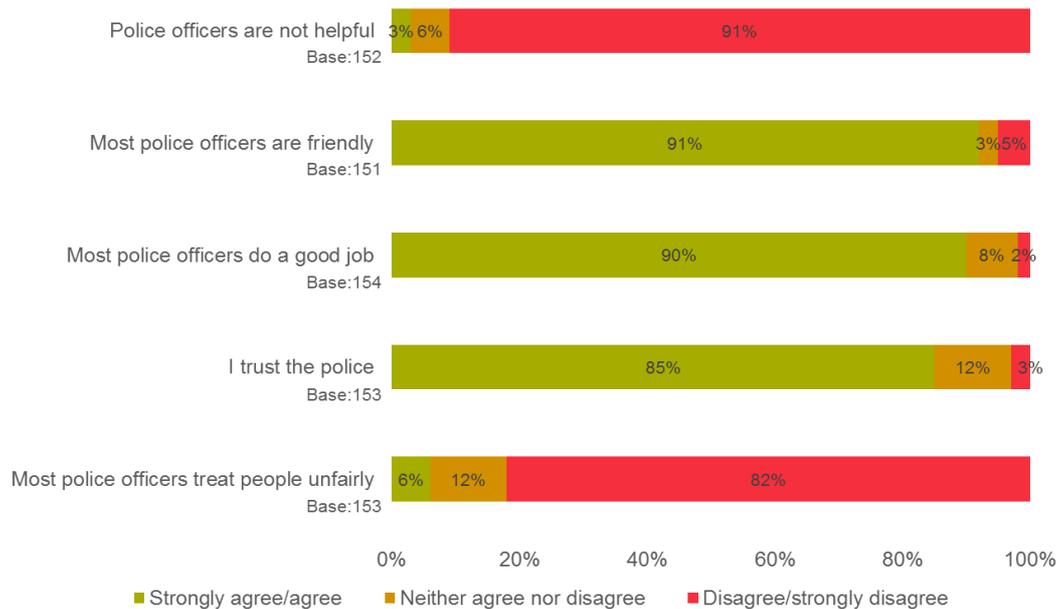


# Attitudes towards the police and the law

## Attitudes towards the police

Primary school pupils have a broadly positive perception of the police overall. As shown in Figure 2, young people generally agree that the police are friendly (91%) and that they do a good job (90%), and trust the police (85%). As expected, in contrast the children generally disagree with the statements that police officers are not helpful (91%) and that they treat people unfairly (82%).

Figure 2: Attitudes towards the police



This data was used to give each student an overall attitude score: 88% are generally positive and the remainder are broadly neutral. No student holds a consistently overall negative attitude.

“I think they do what they should do.”

(Year 6)

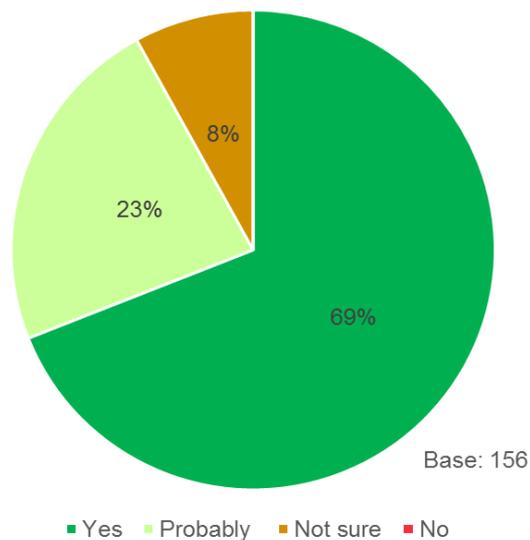
“I think if they weren't here our world would be a lot worse than it is.”

(Year 6)

## Confidence in contacting the police

The generally positive attitude towards the police is mirrored in the confidence of children that their NSO would help them if needed. Figure 3 shows that none of the pupils answered that they would not help and the vast majority (92%) answered ‘yes’ or ‘probably’.<sup>2</sup>

Figure 3: Belief that their NSO would help them if needed (post lesson)



The likelihood that pupils will contact their NSO in times of trouble, in speaking to the pupils, appears to depend upon whether they know where to find them. Many commented that they are not in the school very much, so when asked if they would go to their NSO if they needed help, typical responses included:

“I don't know how you get to [the NSO], to have contact, because [the officer's] with the police, yeah, but how will you get to the police station?”

(Year 6)

“If you suddenly get this weird text and [the officer] comes in on the same day then you're lucky but if [the officer] didn't then, because you don't see [the officer] much, like I've only seen [the officer] once for the whole of school so if I had a problem I probably wouldn't think of going to the police.”

(Year 6)

<sup>2</sup> The sample size was too small to test whether opinion of NSO significantly varies with their response to the question ‘do you know your school's police officer?’

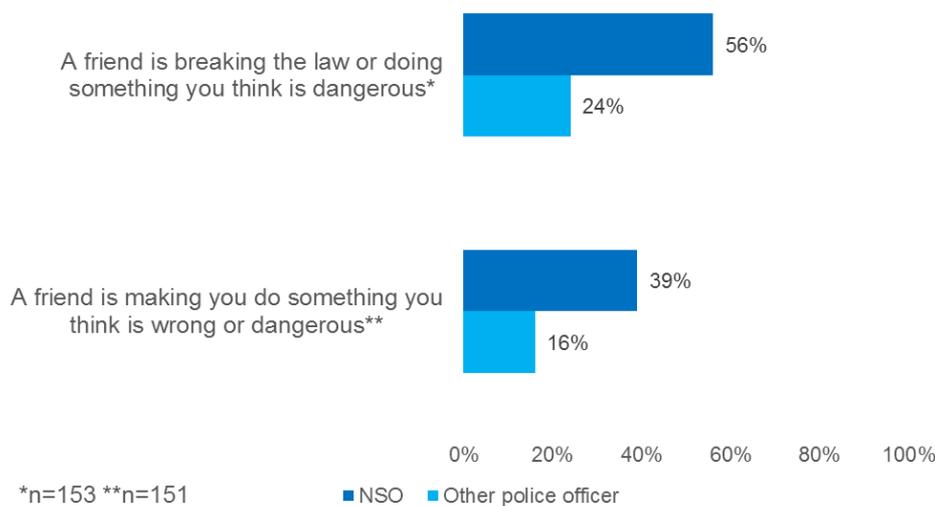
In times of trouble it is unsurprising that particularly young children suggest that they would turn to their parents first, or perhaps a teacher.

“I would go straight to my mum because where I’m basically always with my mum, I hardly ever see a police officer so I think that would be the best person to tell.”

(Year 6)

Nonetheless, after their lesson with the NSO, over half of children would consider turning to their NSO for advice if they thought a friend was breaking the law or doing something dangerous.

Figure 4: Proportion of young people saying their NSO/another police officer would be in their top three people to contact in each scenario



This confidence and trust in the NSO is supported by some of the staff, one of whom explained that when she has observed lessons delivered by their NSO she would say that the children are:

“Very forthcoming, very open and that there’s good dialogue and communication between [the NSO] and the children.”  
(Primary School Deputy Head Teacher)

It is also particularly notable that in both scenarios detailed in Figure 4 the pupils were more than twice as likely to contact their NSO over any other police officer. Given the previously low levels of contact for many children, this is testament to the level of positive engagement achieved during the lesson.

“If I had a problem and my Mum wasn’t here and [my NSO] or a police officer was, I’d go to [my NSO].”  
(Year 6)

However, whilst children feel confident with talking to their NSO, this opinion is not translated to the police in general. Typical comments about their NSO include:

“I think [the NSO] is very kind and fair.”  
(Year 5)

“I think [the NSO] is a really good police officer, I think [they’re] really good at [their] job.”  
(Year 6)

In contrast, more typical comments about the police were that they found them ‘scary’ and highlight the fact they feel less comfortable about approaching them for help:

“Well they do their job but I’m not confident around them in public.”  
(Year 6)

“I can trust them but sometimes they can be intimidating.”  
(Year 6)

Pupils were asked to write or draw what they think about their school’s officer and then what they think about the police in general. In reference to their NSO, the children most commonly mention something positive about their personality, or that they are ‘helpful’, ‘do a good job’ and ‘keep us safe’ and the adjectives used to describe them more commonly suggested that they were an approachable person (e.g. ‘friendly’, ‘kind’, ‘nice’ and ‘trustworthy’).

In contrast, the pupils were more likely to say that they found the police ‘scary’ or ‘intimidating’. Police officers in general were more likely to be described in relation to their role or status (e.g. ‘super’, ‘cool’, and ‘epic’).

In addition, pictures about the NSO are more frequently of a person with a smiley face, whereas pictures for the police in general often feature overly dramatised images of Tasers, handcuffs, guns and police cars (see Figures 5 & 6).

Figure 5: Drawing by a Year 5 pupil, before the lesson with the NSO, showing their opinion of the police.

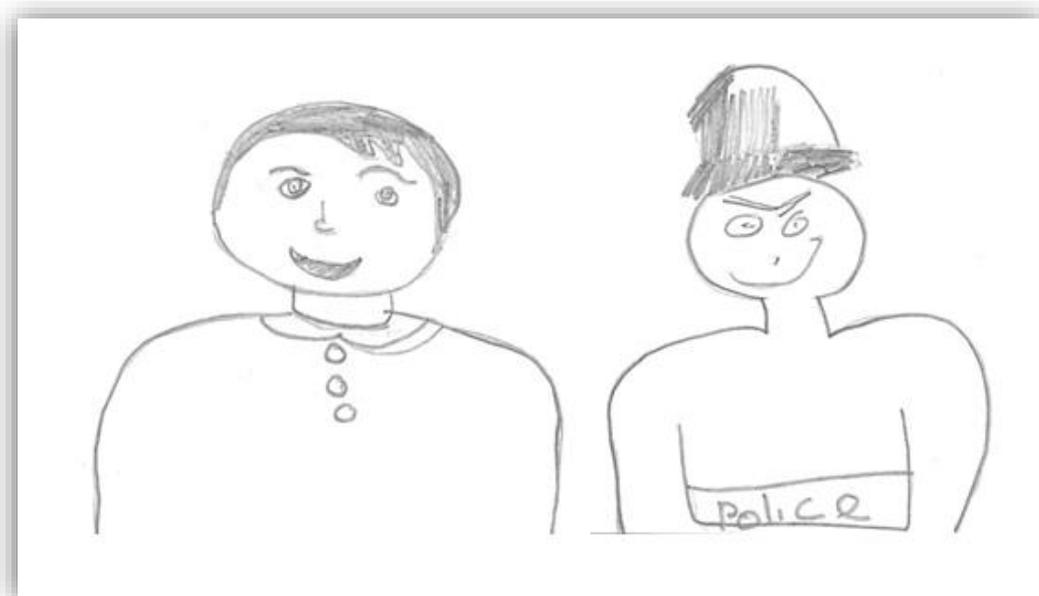


Figure 6: Drawing by a Year 5 pupil, before the lesson with the NSO, showing their opinion of the police.



The combination of descriptions and drawings suggests that even though the children look up to the police they are not viewed as being as approachable or personable as their NSO. Figure 7 illustrates this divergence of opinion between their NSO, who is pictured as smiley, and the police who are pictured as angry and scary.

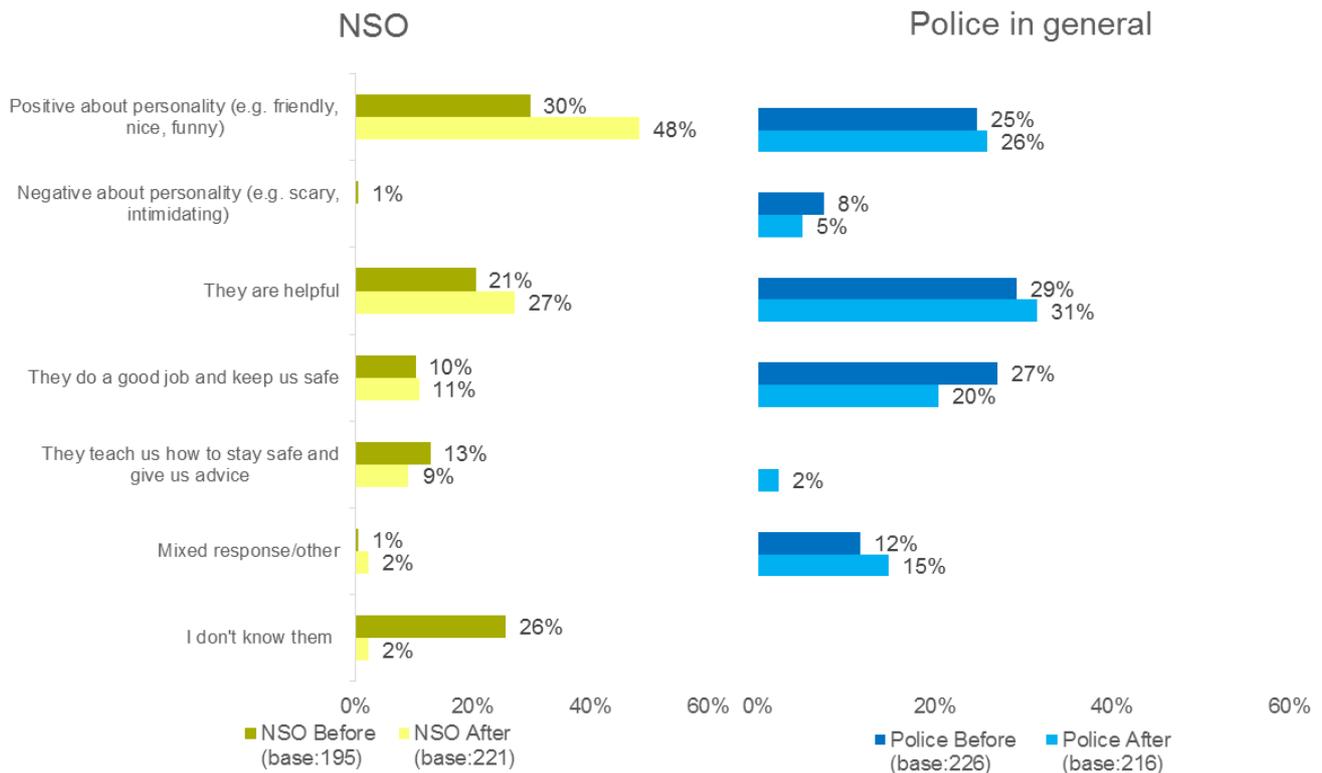
Figure 7: Drawing by a Year 5 pupil, after the lesson with the NSO, showing their opinion of their NSO (left) and of the police (right).



This evidence shows that the positive attitude the children gain of their NSO, as a result of the lesson, does not simply translate across to the police in general; a finding

supported by previous research in the area (Hopkins, 1994). Analysis of all the responses pupils gave to these questions, illustrated in Figure 8, also shows that although there was an increase in the number of children writing something positive about their NSO after the lesson, most likely because many children had never met their officer before, there was no change in the number of children who wrote something positive about the police in general. This may also help to explain the difference in why the pupils feel more confident talking to their NSO than the police in general.

Figure 8: Most common themes occurring from qualitative responses when pupils asked their opinions of their NSO and the police in general, before and after<sup>3</sup>.



Overall, the proportion of all comments which are negative about both the NSO, and the police in general, is relatively low. Many of the more negative comments about the police occur alongside something positive, hence the higher proportion of mixed responses given for the police.

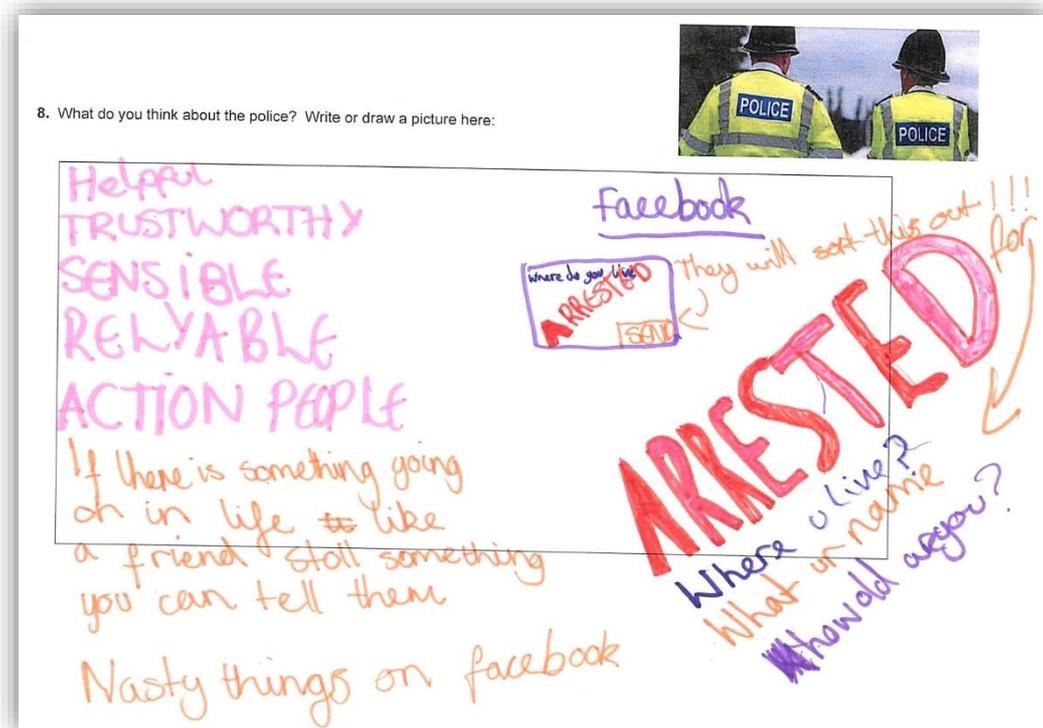
“They look a bit scary but I know they are kind and helpful people and that's all I need.”  
(Year 6)

In addition, a slight sense of trepidation does not mean that children have an overall negative opinion of the police. It seems to more generally reflect a sense that the police

<sup>3</sup> N.B. Some pupils’ reflected more than one theme in their response. The number of non-responses changed little for the pre and post questionnaires: from 24 to 17 for opinion of NSO and from 24 to 25 for opinion of police. The ‘mixed response/other’ category includes when the children wrote both a positive and negative statement and when they drew pictures, such as of people being arrested, that could not be easily interpreted as either positive or negative.

are ‘serious’ and that any contact would be in relation to a serious event. For example, as Figure 9 illustrates, they will contact the police if a friend were to have stolen something.

Figure 9: Drawing by a Year 6 pupil, before the lesson with the NSO, showing their opinion of the police



We also suggest that pupil’s confidence in and likelihood of contacting the police is not only affected by their positive perceptions of the NSO or the police in general. Another important factor is that the content of the lessons themselves increase the pupils’ understanding of when situations are potentially dangerous and therefore when it would be appropriate to contact them for help.

Having the NSOs delivering the lessons also helps to educate the children about the role of the police and help to break down the common perception, as one primary school head teacher explained, that the police just “catch robbers”. Another head teacher of a primary school that currently does not engage with the INSPIRE programme, explained that they are in a very “self-contained” area and the children are very trusting; they wouldn’t question when somebody says “could you tell me where such and such is...?”. They therefore feel that having lessons such as the Ladder of Safety delivered in their school would help to raise awareness of issues the children currently do not view as risky.

“It does help and make children realise that they’re people and they’re to be talked to and that they can support you and help you when you’re out and about and that sort of thing.”

(Primary School Head Teacher)

“It’s good to be able to put a person to what could be a ‘faceless police force.’”

Figure 10, drawn by a pupil after their lesson with the NSO, suggests that they have an understanding of the different roles the police can play, both in arresting people or 'catching robbers', as well as in helping people.

Figure 10: Drawing by Year 5 pupil, after the lesson with the NSO, showing their opinion of the police.

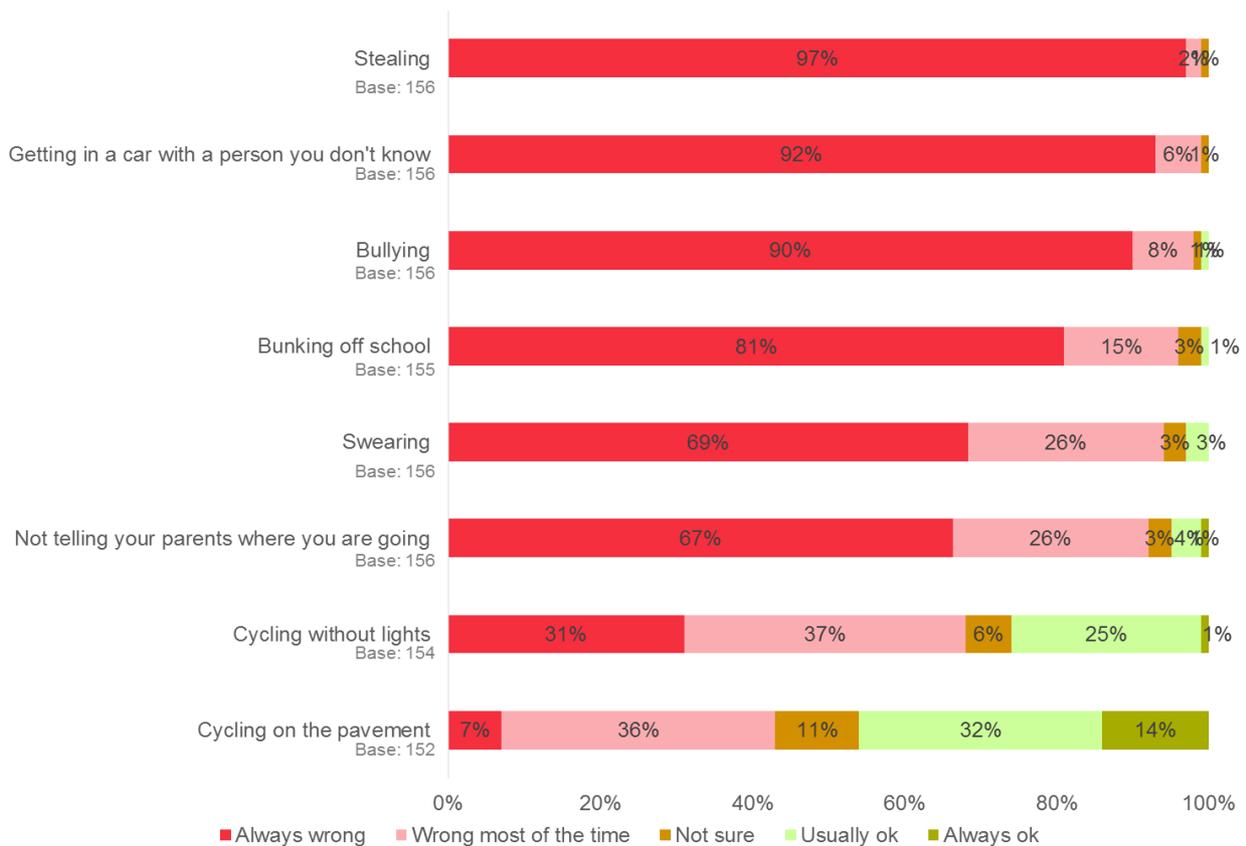


## Attitudes towards the law and citizenship behaviours

Overall, the pupils appear to have a strong moral stance on how they perceive different behaviours. Over 90% of pupils think stealing, bullying, bunking off school and swearing are ‘wrong most of the time’ or ‘always wrong’ (see Figure 11).

The most acceptable behaviours are cycling without lights (26% think it is usually or always ok), just under half (46%) think cycling on the pavement is usually or always ok.

Figure 11: Attitudes towards the law and citizenship behaviours, after the lesson



Although it is technically illegal to cycle on a footpath, many campaigners would argue that it is preferable for a child to do so than risk their personal safety if lacking confidence in certain situations.

In terms of attitudes towards behaviours concerning personal safety, the majority of pupils, after the lesson with the NSO, appear to be aware that ‘getting in a car with a person you don’t know’ is ‘always wrong’. Pupils were less likely to answer that ‘not telling your parents where you are going with your friends’ is ‘always wrong’ (67%), however, over 93% answered that it is ‘wrong most of the time’ or ‘always wrong’.

## Knowledge and understanding

### Knowledge and understanding of the law

“My school's officer is my ‘teacher’: [my NSO] tells us the right and wrong like if we are breaking the law or if we are stealing from someone. That's why I like my school's officer.”  
(Year 6)

### Internet Safety

The majority of the primary school lessons observed (4 out of 5) were for internet safety. Many of the teachers interviewed highlight this as a particularly important issue to cover as they have seen an increase in instances of cyberbullying and issues of child protection.

“We've had an issue at the school with internet issues with children; really that's why I contact [the NSO] in the first place because we had lots of issues outside school involving the internet and the parents contacting us and saying: “what are you doing about it?”.”

(Primary School Head Teacher)

The lessons emphasised the fact that the ‘internet world’ is still the real world so they need to think about how they behave in the ‘internet world’; they need to be cautious about what they post on the internet and think about how this may reflect on them and impact them at a later date. All the lessons showed a CEOP video of a young girl that highlighted the danger of putting your personal information online and therefore also discussed what is and isn't considered personal information. Lessons also discussed what to do if they have a problem, including telling an adult they trust and/or hitting the “report abuse” button.

Pupils were therefore asked in the questionnaire whether they thought it was ‘safe’ or ‘not safe’ to post a number of different things online:

- “Lost my phone ☹ Text me your numbers to: 07999 123 1234” (with image of mobile)
- “Ready for a fun weekend!!!” (with image of pizza and sweets)
- “Happy Birthday Hayley! Only 2 years until you are a teenager. LOL. !!!! (with image of cake)
- “Posing with my little bro on his first day at school!” (with photo of both children in their school uniform)

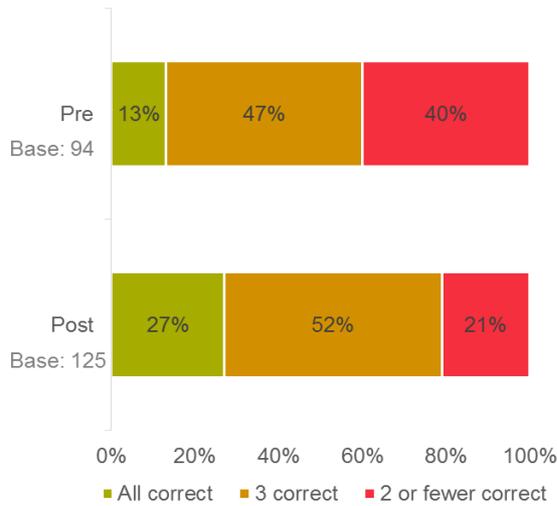
Overall, Figure 12 shows that, before the lesson, the children's understanding of internet safety appeared to be relatively good but that they were stronger on identifying the obvious pitfalls (posting a mobile phone number) than more subtle dangers (sharing which school you attend via an image of your uniform, or obliquely revealing an age and date of birth). For each question over half of the pupils answered them correctly.

However, Figure 13 shows only 13% of pupils could answer all of the questions correctly before the lesson; therefore the vast majority had something important to gain from the lesson.

Figure 12: What is and isn't safe to post online. Proportion of pupils who answered correctly.



Figure 13: Overall number of internet safety questions answered correctly



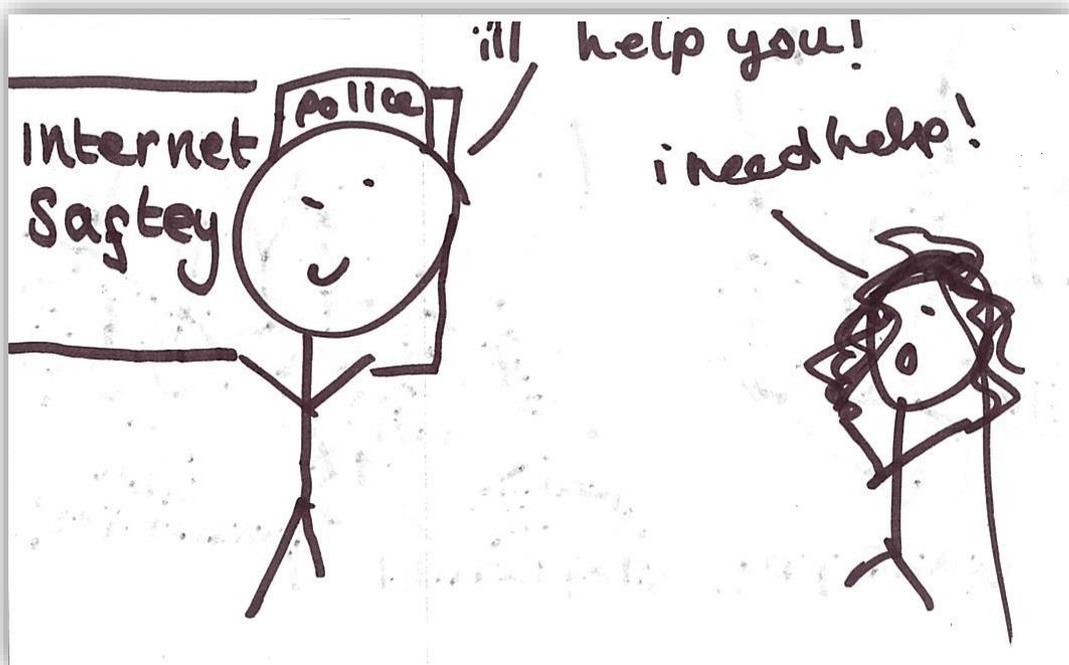
The figures demonstrate that the lessons had an overall positive impact on the pupils' understanding of how to be safe on the internet. For all questions, the proportion of pupils answering them correctly increased. In particular, there was a statistically significant increase in the proportion of pupils who correctly answered that it is not safe to post your mobile phone number online (87% to 98%); making almost all of the pupils aware of one of the more risky behaviours. In addition, there was a statistically significant increase (from 37% to 44%) of pupils who correctly answered that it is 'not safe' to post a picture of yourself online with your school uniform on.

Figure 13 also shows that there was a statistically significant increase in the proportion of pupils who answered all questions correctly (from 13% to 27%), and therefore also a statistically significant decrease in the proportion answering 2 or fewer of the questions correctly (from 40% to 21%). The figures demonstrate that there has been a clear impact of the lesson on the children's understanding of what is and isn't safe to post online and may impact on what they do, however, there is still some room for improvement. Whilst responses from pupils in the focus groups about what they learnt were less focused, in the follow-up questionnaire, when the pupils were asked to draw or write what they think about their NSO, there were a few comments recognising what they were taught by their NSO in the lesson, as the following demonstrate:

“[The NSO] helps and comes into school occasionally but [they] made us aware of being safe on the internet which just reminded me quickly about what could happen if you aren't safe.”  
(Year 6, after)

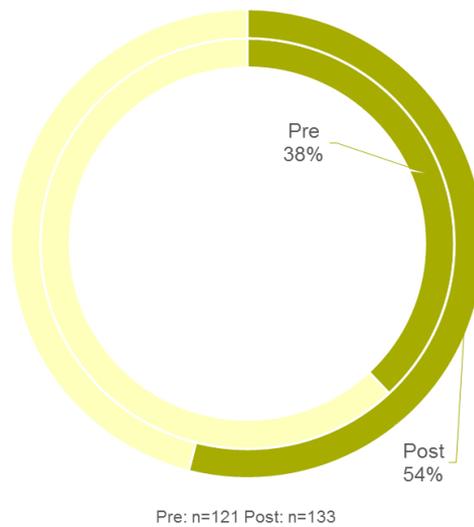
“[The NSO] tells you what not to do on the internet”  
(Year 6, after)

Figure 14: Drawing by a Year 6 pupil, after the lesson with the NSO, showing their opinion of the NSO.



All pupils were also asked whether they know how to change their privacy settings on any of the social media websites they may be on. Figure 15 shows that the proportion who, before the lesson, answered that they knew how to change some or all of their privacy settings was quite low (38%). However, there was a statistically significant increase, to over half of pupils answering they knew how to, after the lesson.

Figure 15: The proportion all pupils who know how to check all or some of the privacy settings on social media websites.



While there has been a positive impact there is, nonetheless, still potential for improvement and common remarks made in the focus groups suggest that they remained unclear on the differences between different social media sites and how to change their privacy settings, with suggestions that they would have liked to be shown and talked through how to change them in a few examples.

Although many of the children spoke positively about the internet safety lessons and the importance of a reminder on how to keep safe and the consequences if not, there still appeared to be some ambiguity and debate amongst pupils about certain aspects and whether their behaviour online will change online as a result of the lesson. For example one pupil said the lesson would change how they behave online but they are not sure exactly how, just that they will be 'a bit more safe'. Other comments, shown below, suggest they don't appear to have changed their behaviour completely:

“Although I have Xbox live, I only talk with people I mostly know. If I'm feeling unsafe about something and I've accidentally accepted a friend request I will delete them straight away.”

(Year 6)

“On Instagram I used to not be private but then my friend received creepy stuff from this guy saying like she was really beautiful and stuff so I put myself on private but I didn't tell my mum because I don't tell my mum about things like that because I don't want her to say you're not allowed on these things.”

This is likely to reflect the complex nature of the subject, with multiple and ever-changing social media sites used by young people and the complex relationship they have with what they want to tell their parents, their friends and how they perceive strangers online. To tackle this, some of the schools are also engaging parents on the subject, at sessions where the NSO will also talk to groups about how to keep their children safe online. In the instances this has occurred they have been well received.

### **Ladder of Safety**

This lesson, compared to internet safety, was less focused on imparting specific ‘facts’ and instead aimed to get the children to discuss and think critically about what factors can make potentially dangerous situations more or less safe. Situations discussed included “playing chicken” in front of moving cars, giving out your true identity in a chat room, going somewhere without telling an adult, how to respond when a car stops and the driver asks for directions, playing in the park and carrying a penknife. The children were asked to place the situations on a ladder according to perceived risk then they discussed how risk can increase or decrease depending on the individual’s behaviour.

In the focus group with pupils after the lesson, they highlighted the numerous things they had learnt and what they found useful. These included:

1. “How to be safe on the internet”
2. “Always tell an adult what you’re doing if you’re going out”
3. “Don’t talk to anyone you don’t know online”
4. “Never go anywhere without an adult or your friend”
5. “Never watch ‘grown up films’ or things to do with knives” as you could “get inspired” or “get used to it”

“They’re useful lessons for when you’re older, because when you’re older you can do things more and you can go on Facebook. They’re lessons to teach you how to be safe when you’re older.”  
(Year 5)

Not only did the pupils express an understanding of how to stay safe or avoid risky situations, there was also evidence from some that they are thinking through situations more critically, by thinking of a number of potential reasons that it is associated with increased risk. For example, one pupil could also clearly explain why going to a park that is not close to your house may be a risky situation and listed the potential dangers associated with it, such as the risks associated with travelling further, being in a park that you are less familiar with, and even if you are with your friend, they may be with people you don’t know.

However, when the pupils were asked about how they may change their behaviour in certain situations, there were less clear responses and some debate about what they would do if someone were to come up to them, some explained they would “do a runner”, while others said they wouldn’t want to be rude. In the questionnaire completed after the lesson, they were asked to explain why they think the following situation is safe or risky:

*“It’s 6pm and you are walking home from your friend’s house in the cold and dark. A car pulls up and a man winds down the window and leans out to ask you for directions to a local school. He looks in a rush and you can see some car seats in the back. He says he has to get to see his son’s school play or he will be in trouble! You know the way to the school as it is close to your house.”*

Responses generally indicate that the situation is risky because the man “might try to kidnap you” or “because it is dark”. However, there are some uncertain responses which suggest that they do not all perceive the potential dangers:

*“It is not that risky because no personal information and less chance of him chasing you.”*  
(Year 5)

*“I think it is quite safe because there could be a school play.”*  
(Year 5)

*“It’s quite safe because as long as the man doesn’t know you go to that school then there’s no real risk.”*  
(Year 5)

The pupils also cited what they already knew and had been taught by a teacher before the lesson, including:

1. “Not to talk to strangers.”
2. “Not to add people you don’t know [to social networking sites].”
3. “On the internet: ‘zip it, block it, flag it’.”

However, the pupils spoken to after this lesson, agreed that they enjoy the lessons they have with their NSO and would like more because they find them useful. Although they expressed a preference for their NSO to teach them new topics, they also understood the importance and value of revising things that they have learnt before:

*“I did think it was interesting though because you learn new things but then you got to revise over some things that you already knew because some people might have had the idea but sort of forgotten it.”*  
(Year 5)

Overall, the lesson clearly held value for the pupils; they could list what they had learnt and some demonstrated the ability to think more critically about risk, although there is still a need to continue to reinforce the messages as it is a topic that still holds confusion for some.

The lesson also delivers some of the key messages about personal safety that many of the NSOs appear to have discussed with pupils in occasions outside of formal INSPIRE lessons, such as to the whole school in assemblies, or targeting specific groups of pupils. These additional sessions are often as a reactive response to recent and local incidents that may jeopardise the pupils’ personal safety. For example, one of the schools had an issue with some of the boys playing chicken in the road. As a result their NSO came in and dealt with the issue by having a general discussion with the class and they have not had any problems with this since. Targeted responses are valued by schools.

“[Our NSO] has also worked with a family on road safety because there was a child that was running across the main road outside school and throwing sticks at cars. [The NSO] went to the family home and worked with the family specifically on road safety.

It was a supportive role and the reason for doing it was to keep the child safe, but as part of that [the NSO] looked at responsibility and the consequence of throwing sticks at cars while they were travelling.”

(Primary School Deputy Head Teacher)

The advantage of having an NSO teach about these issues is also clearly demonstrated in the comment from a head teacher in a school that currently does not use the INSPIRE programme, who explained:

“It would be more about safety awareness because the children generally, I’m making a huge generalisation, but the children up here...their awareness of ‘stranger danger’ and things like that is pretty poor and in that sort of sense I think it would be useful.”

(Primary School Head Teacher)

Pupils who took part in the internet safety lesson, also wrote about and demonstrated that they have been taught and learnt such messages from their NSO, as the following drawing illustrates:

Figure 16: Drawing by a Year 6 pupil, after the internet safety lesson with the NSO, showing their opinion of the NSO.



### **Knowledge and understanding of the consequences of breaking the law**

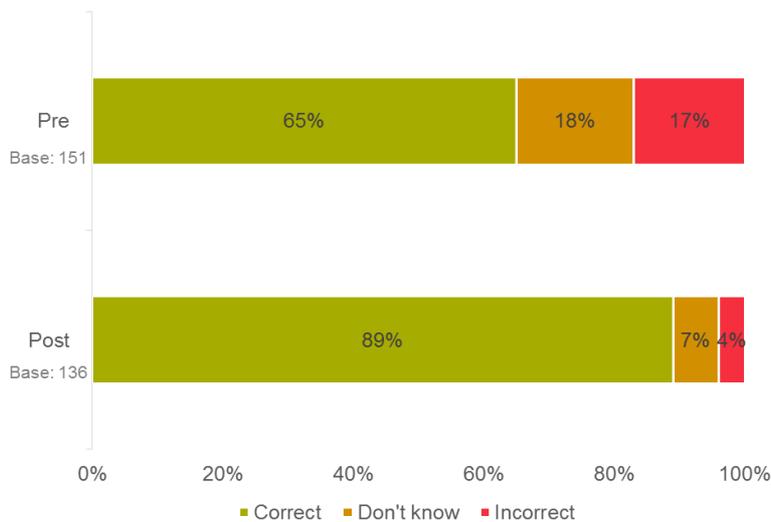
All lessons observed discussed the age of criminal responsibility. Figure 17 shows a statistically significant increase in the number of pupils who correctly answered that ‘you are criminally responsible from the age of 10’; from 65% of pupils answering this correctly before the lesson, to 89% after. It was therefore a message that was well

delivered and had clear resonance with the children. This is likely to be because the majority of the pupils asked will have recently turned 10.

“The children certainly realise how serious things are when you get to that age.”

(Primary School Deputy Head Teacher)

Figure 17: Proportion knowing you are criminally responsible from the age of 10



The impact of the fact on the children’s understanding of the consequences of breaking the law is supported by their comments in the focus groups. When asked what they learnt in the lesson, Year 5 pupils in particular, made reference to this fact.

“When I play out with my friends, if they go to do something silly and I join in, I'm going to think about that at the age of 10 that we can get arrested and I'm just going to walk away.”

(Year 5)

This is likely to be because it was the first time the Year 5 pupils would have heard about it, whereas some of the Year 6 pupils commented that they had also heard it from their parents and class teachers before. However, the comment below, from a Year 6 pupil, indicates that they were taught the fact by their NSO the year before and that the consequences of breaking the law at 10 has remained with them:

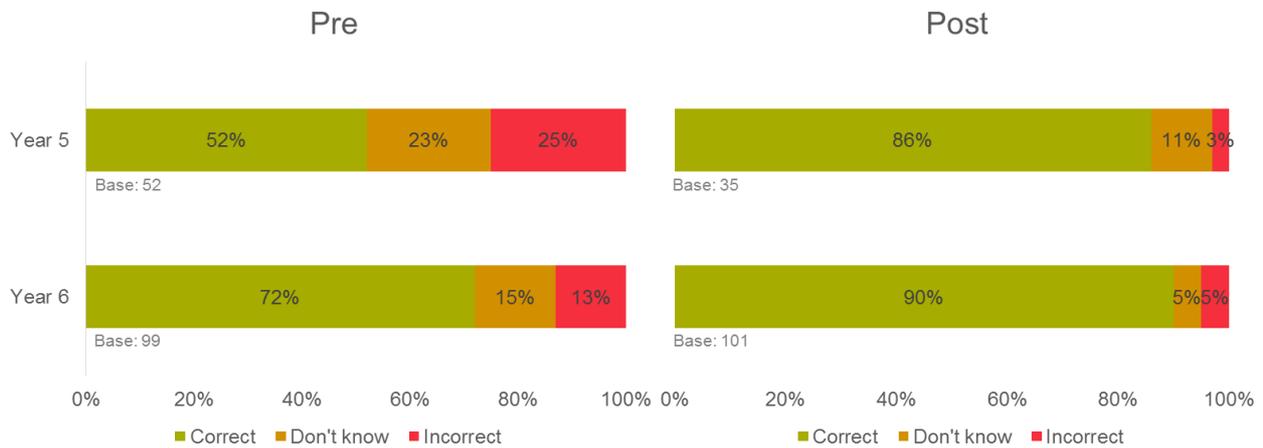
“We had one [lesson] about what happens, like you can go to jail and that, like if you steal something from the shop, like sweets, and you're only 10, they can still take you too...”

(Year 6)

As shown in Figure 18, although there were significant increases for both Year 5 and Year 6 children, fewer Year 5 children were previously aware. Before the lesson only around half (52%) of Year 5s already knew this fact, compared with 72% of Year 6s.

What it suggests is that, because a large majority (72%) of Year 6 pupils answered correctly before the lesson, the message has effectively stayed with them from their Year 5 or from hearing it from a teacher or parent. Nonetheless it evidently remains important that the NSO reinforces this message in Year 6 as this group also demonstrated a significant increase in understanding, through reiterating the message to those who may have forgotten or not previously heard it.

Figure 18: Proportion knowing you are criminally responsible from the age of 10, by



year group

Finally, a further benefit of having an NSO present in the school, recognised particularly by teachers, is that it can have an impact on the children’s understanding of the consequences of breaking the law, above and beyond through the first-hand delivery of facts to the pupils in lessons. One deputy head teacher explained that having the NSO in the school also assists the teachers’ understanding of the laws and therefore the content they deliver to pupils in lessons or reinforce later.

“In terms of understanding the law for children their age, like the barrier of when they become 10, that’s perhaps something as adults we didn’t fully understand”

(Primary School Deputy Head Teacher)

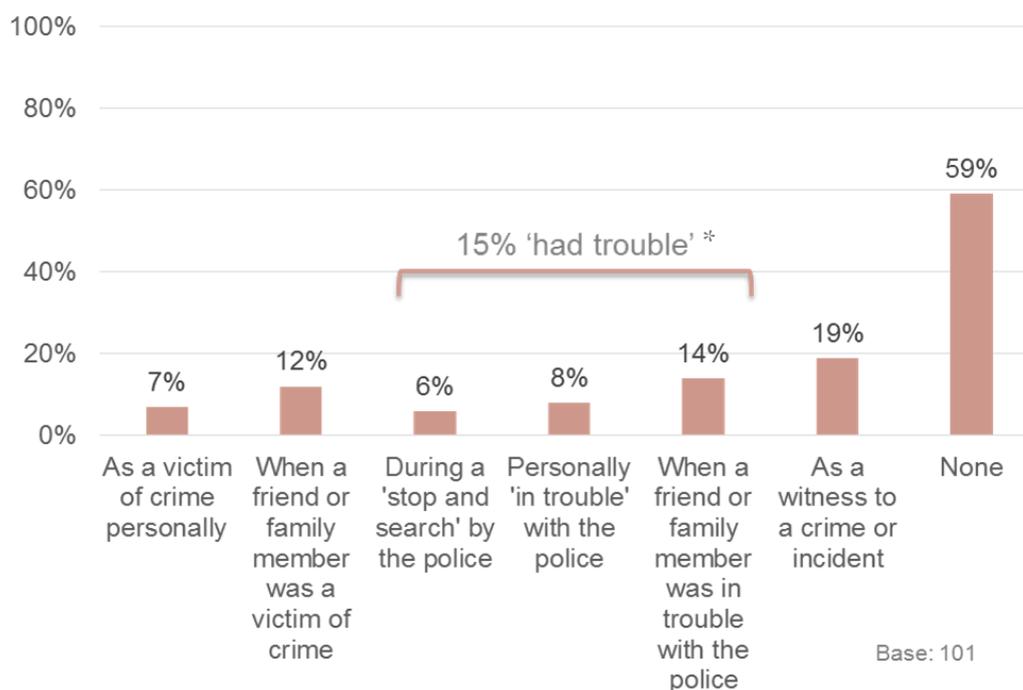
# SECONDARY SCHOOLS

## Previous police contact

Contact with the police is known to have a significant impact on the views of teenagers regarding the police. Just one negative experience can translate into a more negative overall view (Hurst & Frank, 2000). Understanding what contact, if any, young people have had with police is therefore important context to understanding attitudes.

Across all schools, two-fifths (41%) of students stated that they had had some contact with the police in the past, outside of school. The most common reasons were as a witness to a crime or incident (19%), or as a result of 'trouble' either personally or through friends and family (15%). Inevitably, some young people have had contact with the police on more than one occasion. Figure 19 shows the full breakdown. These figures appear to be broadly in line with the national average for young people:

Figure 19: Previous contact with the police



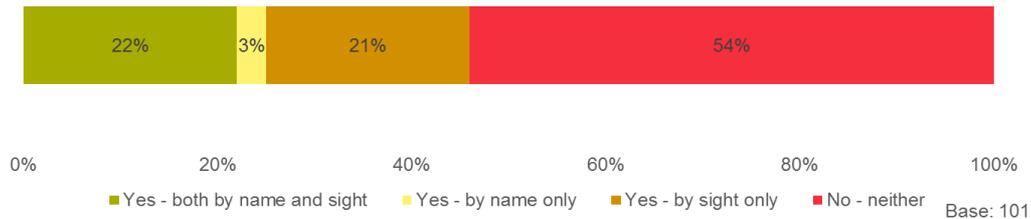
\*pupils could choose more than one answer. 15% represents the proportion of pupils who selected at least one of the three options for 'in trouble'.

Unsurprisingly, therefore, the majority of young people do not know any police officers or PCSOs (excluding their school's officer). In discussion, the sentiment was very much one of:

*"I don't think you really come across them much."  
(Year 11)*

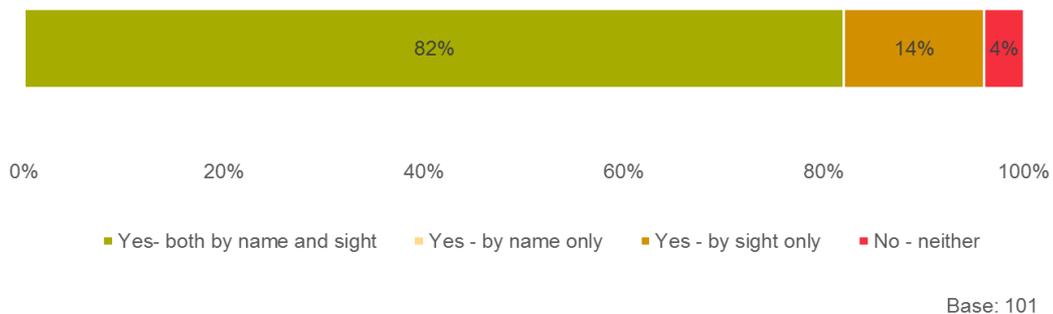
Just over one-fifth know an officer by sight, and a similar proportion by both name and sight (see Figure 20). In addition to officers with whom young people may have had contact as a result of criminal incidents (see Figure 19), it should be noted that this is likely to include officers who are family or family friends, officers who engage in other outreach work such as to Scout and Guide groups, and potentially officers who are regularly seen in a local area and at local events.

Figure 20: Knowing a police officer or PSCO in the local area



In contrast, the vast majority of young people knew their NSO by both name and sight, even before the lesson, with just 4% saying that they do not know the officer at all (see Figure 21). This clearly reflects the frequency and quality of the engagement in schools.

Figure 21: Knowing the NSO



In discussions with the young people, it is evident that many have known the NSO for several years, often since primary school, and clearly contrast that to their contact with other officers.

“We don't know them as well as we know Jane; we've all kind of seen her around.”  
(Year 9)

“We've known her since year 7 so we've known her for like three years.”  
(Year 10)

Nonetheless, there are clear differences between the schools tested, with the proportion knowing the NSO by both name and sight ranging from 91% to 88%, and 72% down to 30%. Yet even in the school where the majority do not know the officer by both name and sight, only 16% do not know the NSO at all. This is the only school where young people do not know the officer at all; in all other schools the NSO is at least known by sight.

In the school where the NSO is least well-known, there is a Safer Schools Partnership Officer who goes into the school more regularly to deal with incidents and act as the formal liaison between the police and the school. The NSO only visits to deliver INSPIRE lessons. This school also had only a very small cohort participating in the lesson observed.

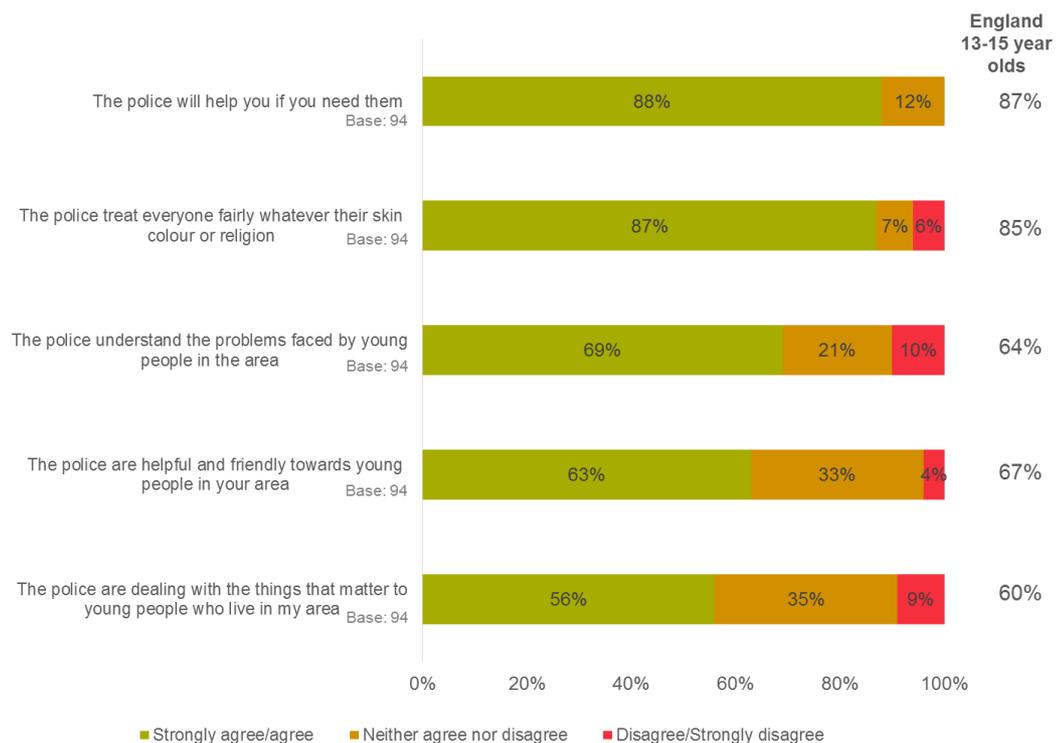
# Attitudes towards the police and the law

## Attitudes towards the police

Attitudes towards the police were assessed following the INSPIRE lesson. The statements were drawn from the British Crime Survey youth module, which measures the attitudes of young people aged 10-15 on an annual basis. The national data shows that young people are broadly positive towards the police but that perceptions decline with age as young people move further into their teenage years (ONS, 2014).

Our findings from Sussex mirror closely the national picture, revealing a broadly positive perception of the police overall, with the majority of the remainder neutral in their views. As shown in Figure 22, young people are more inclined to agree that the police will help them if needed (88%) and that they treat everyone fairly (87%), than they are to agree that the police understand the problems faced young people and are dealing with them. As a point of comparison, the national average for 13-15 year olds in England (2012/13) is shown adjacent to Figure 22.

Figure 22: Attitudes towards the police (post lesson)



In line with these attitudes, the majority of young people (88%) also think that if they were stopped and searched by the police, they would be treated fairly, which again is in line with the national average for 13-15 year olds (89%). 5 of the 6 pupils who had been stopped and searched by the police were also in agreement that they would be treated fairly. These students all know their NSO by name and sight and believe they would help them if needed and 2 of these pupils also wrote positive comments about their NSO and the police in general, at the end of their questionnaire. This suggests that their interactions were positive and has not impacted upon their trust in the police

which is important as evidence shows that a single negative interaction during a stop and search can undermine public confidence and trust in the police (Graham and Karn, 2013: 19) and has the potential to affect an entire community (Stone and Pettigrew, 2000).

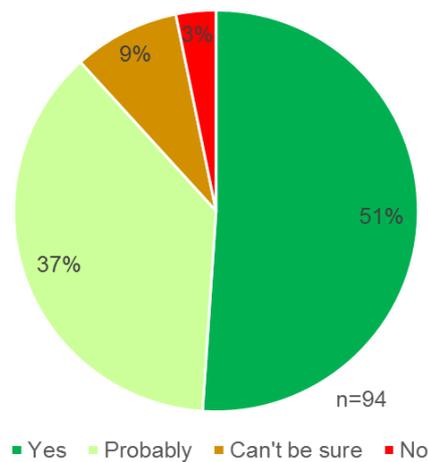
The data from the attitudinal statements was used to give each student an overall attitude score: 77% are generally positive and the remainder are broadly neutral. No student holds a consistently overall negative attitude.

Further, it seems that when dealing with young people in the street, some officers are able to capitalise on the positive relationship NSOs have built in schools. NSOs reported their colleagues have found it easier to interact with some young people by asking them if they know “PC X”, the NSO, which they can then use as a point of connection. It is clear, therefore, that NSOs work in schools has the potential to make interaction between the police and young people in other environments more positive for both parties.

### **Confidence in contacting the police**

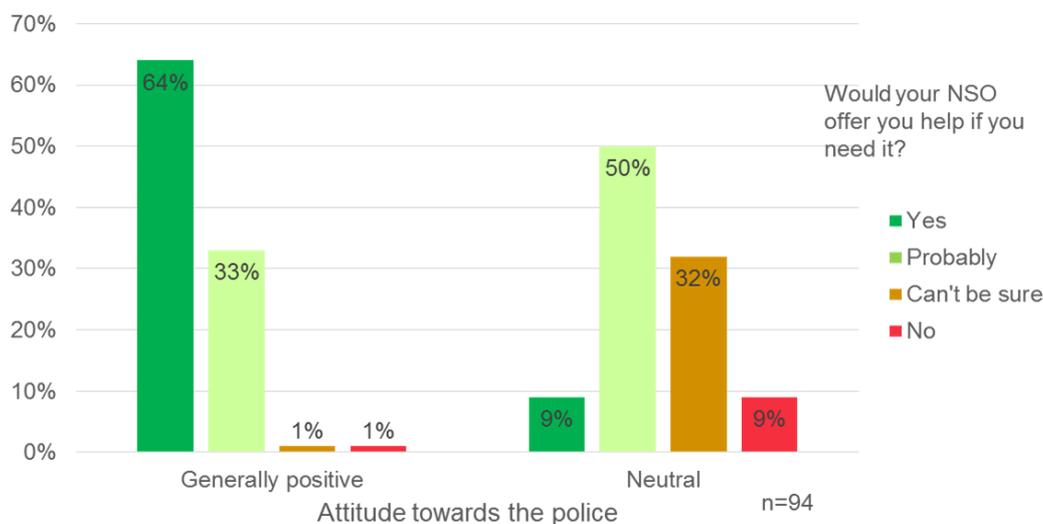
The generally positive attitude towards the police is mirrored in the confidence of young people that their NSO would help them if needed.

Figure 23: Belief that their NSO would help them if needed (post lesson)



It is also evident that there is a positive relationship between overall perceptions of the police and belief that the NSO would help if needed. It is not possible to determine a causal relationship but a clear pattern is evident (see Figure 24).

Figure 24: Belief that their NSO would help them if needed, by general attitude towards the police.



Pupils who have previously contacted their NSO were positive about their NSO and the support they had given them.

“I’ve spoken to [my NSO] about a lot of things so I guess I would go to [them] because I quite like [them].”

(Year 9)

“My NSO is very supportive towards me and my friends when we need help and support. I will always go to her when I need help.”

(Year 9)

However, the nature of the relationship between pupils and their NSO is highly dependent upon the length of the relationship and the strength and frequency of contact they have had with them. Pupils in schools where their NSO is in less frequently often stated they would not know where to find them if they needed their help. The optimal situation appears to be where NSOs see the pupils from primary through to secondary school. Teachers stated that this aids their transition:

“The police being involved with the pupils from an early age, through the feeder primary schools, is important for building trust from the foundation level upwards.”

(Secondary School Head Teacher)

“The children love her and they love what she does, when they go up to secondary school the relationship with her continues.”

(Primary School Head Teacher)

Pupils themselves also reinforce this perspective, spontaneously highlighting that knowing their NSO from primary school means they are more likely to go to them for help and increases their trust in what they are teaching them.

“You trust her more because if you've got a school officer then you're more likely to go to her if you have problems and stuff, if you know her from earlier on.”

(Year 9)

“She's quite familiar to you so you know you can believe the things that she's saying. If it's someone you don't know or have never heard of then you're not sure what to think of what they're saying.”

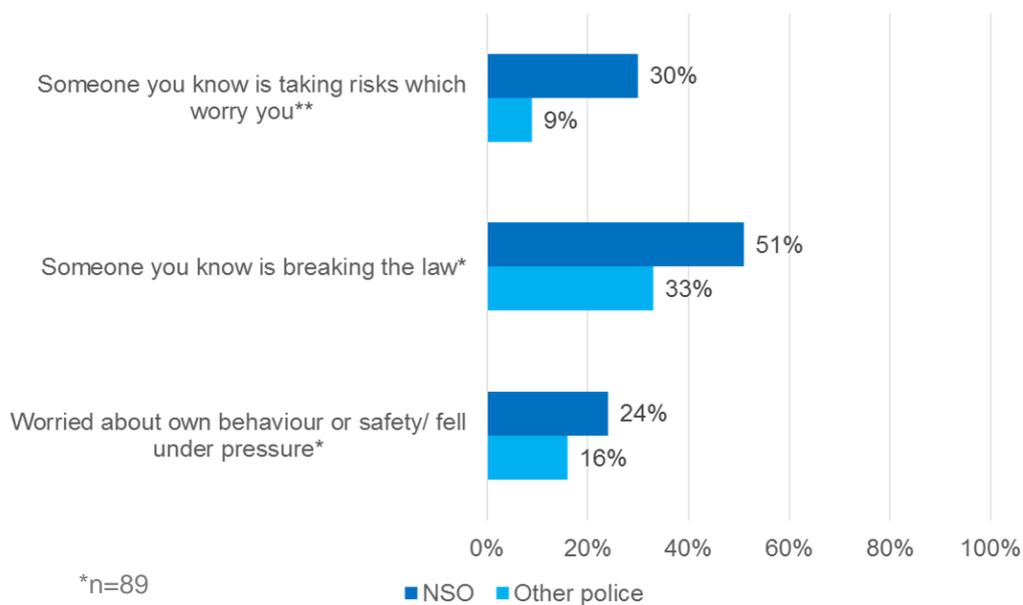
(Year 9)

The NSO is evidently seen by many young people to be someone familiar and trustworthy. The value of this is evident when considering who they said they would turn to for advice and help in a range of scenarios. When asked to identify the top three people they would contact, parents, other family and friends inevitably were mentioned most often. The difference between the NSO and ‘other police officers’, however, is illuminating (see Figure 25). In all scenarios the young people are much more likely to contact their NSO than any other police officer, and just over half would do so if someone they knew was breaking the law. The trust and confidence in the nature of the response was neatly summed up by one student:

“I think it's still like a bit scary because she's actually a police officer, but if you spoke to like a teacher, they couldn't do as much as her but she'd try and help you out, not try and arrest you straightaway or something.”

(Year 9)

Figure 25: Proportion of young people saying their NSO/another police officer would be in their top three people to contact in each scenario



Although many of the pupil's in this study had opinions of the police that were not informed by personal contact with them ‘on the street’, they often described them as

‘scary’ and ‘intimidating’ and distinct from their NSO who were more often described as ‘kind’ and ‘helpful’.

This disparity between the pupils’ opinions of the school’s officer and the police in general has also been identified in previous research. Hopkins (1994) found that pupils clearly differentiated between their Police-Schools Liaison Officer and the typical police officer ‘on the street’. A more recent scoping study of police officers in schools stated that ‘young people reported very different relationships with the police out in the community to the ‘human face’ that they are accustomed to in school’ (Lamont et al., 2011). This concept of the NSO as the ‘human face’ of the police was also reiterated by the pupils and teachers in Sussex and suggests the positive benefits in terms of increasing the likelihood the pupils will talk to them when they have an issue:

“Perhaps they are more open because she is a familiar face, rather than if it’s somebody they don’t know, I would imagine that some issues get solved quicker because it’s not a stranger and I would say that’s really important.”

(Secondary School Head of PHSE)

In addition, both teachers and pupils also stated that the added benefit of this persona is that it challenges the perceptions, particularly that older pupils’ may hold, of the police in terms of how they react to their behaviour. It was highlighted that the pupils like the approach taken by the NSOs:

“She’s not on their side but she gets them, she understands, it’s not just somebody saying: “you can’t do this and you can’t do that.”

(Secondary School Head of PHSE)

The pupils feel that their NSO understands them as young people which is an approach they respect and respond well to and therefore are more likely to listen and open up to. One pupil discussing drinking under the age of 18 explained that teachers, parents and other police officers were more likely to emphasise its illegality and ignore the fact that they do it, whereas their NSO emphasises their personal safety should they be in such situations:

“If it was like another one [police officer] I’d thought they would get really angry but she was really calm about it and it makes you feel at ease with her so you can go and talk to her if you need to.”

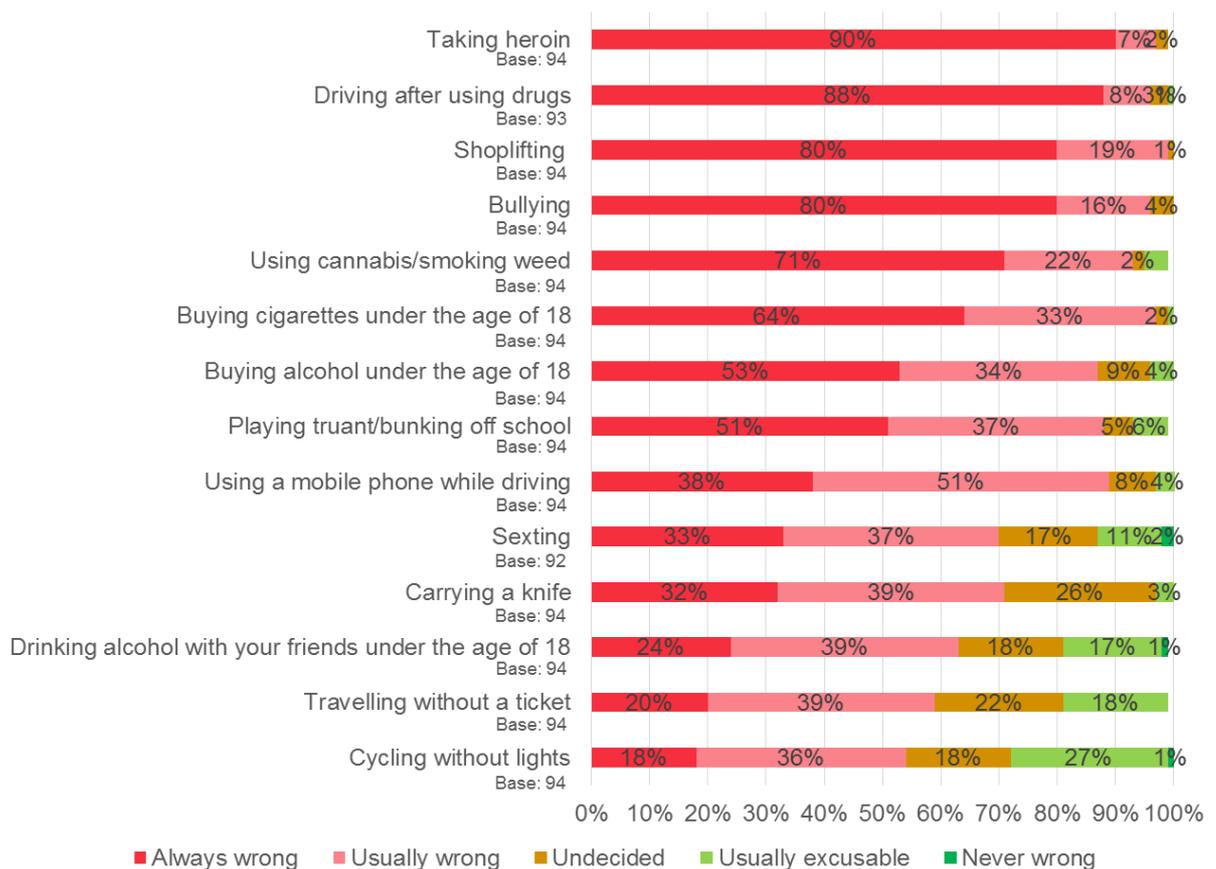
(Year 10)

## Attitudes towards the law and citizenship behaviours

The young people demonstrate varied attitudes towards the law with a clear differentiation between actions which they think are more or less ‘wrong’. Over 90% consider taking heroin, drug-driving, shoplifting, bullying, using cannabis and buying cigarettes under the age of 18 to be always or usually wrong. More ambiguity starts to creep in with behaviours relating to buying alcohol, playing truant, using a mobile while driving, and sexting.

Surprisingly and somewhat worryingly, over a quarter of young people (26%) are undecided about whether carrying a knife is wrong. The most acceptable behaviours are drinking alcohol (18% think it is usually excusable or never wrong compared to 24% who think it is always wrong), travelling without a ticket and cycling without lights (only just over half, 54%, think it is always or usually wrong).

Figure 26: Attitudes towards the law, after the lesson



Attitudes towards the law among young people have not been explored in any great detail in other research so there is little to compare the views of this cohort against. Most of these statements have been used only once before with a group 2,134 Year 12 pupils in Northern Ireland in 2002 (Mullan & Lewis, 2005).

Inevitably the social issues of today are slightly different and so other measures, such as carrying a knife, were introduced, while some others were dropped or updated. This cohort in Sussex is also slightly younger and it is known that attitudes towards the police and the law become less positive in later teenage years. Nonetheless, it is notable that the young people surveyed in Sussex consistently rate almost every behaviour as significantly more ‘wrong’ than the earlier cohort. As shown in Table 2, this is particularly clear for behaviours relating to alcohol and smoking.

Table 2: Comparison of current Sussex 2014 cohort with Year 12 NI cohort (2002)

	% considering behaviour always or usually wrong	
	Sussex 2014	NI 2002
<b>Shoplifting</b>	99%	93%
<b>Using ...</b>	93% (“cannabis”)	85% (“drugs”)
<b>Buying cigarettes under age</b>	97%	51%
<b>Buying alcohol under age</b>	87%	33%
<b>Playing truant</b>	88%	59%
<b>Drinking alcohol under age</b>	63%	18%
<b>Travelling without a ticket</b>	59%	43%

### **Citizenship and school-community relations**

This evidence of strong moral values against certain behaviours is supported by the fact that there were very few instances cited by teacher when NSOs were required to deal with complaints from the community about pupils’ behaviour. In the few instances when it has happened, teachers feel that the benefit of having the NSO at their school is that they could respond quickly to prevent the issue from becoming too widespread across the school and community.

For example, one teacher explained that because they are in a smaller school, the pupils are often less tolerant of certain things and some of the children perhaps don’t have as much respect as they could. Homophobic and racist behaviour is evident across the whole of the community and the teacher explained that when they perceive this to be trickling into the school they try to crack down in it straightaway with the support of their NSO.

In another school they had an incident of bullying happening outside the school and this was also addressed by their NSO in school as well as facilitating meetings between pupils and parents. Whilst it is important to consider such examples with caution as it is difficult to disentangle the overall impact, some schools identify a clear benefit in terms of improving school-community relations and community cohesion.

“Anything that occurs is dealt with very quickly which gives confidence to the community and helps to see the youngsters on their right path.”

(Secondary School Head Teacher)

This is an added advantage also identified by Lamont et al. (2011) who found that the community ‘reported to develop more positive perceptions of young people as a result of police work in schools’ and the community began to complain less about the behaviour of pupils. Furthermore, the same study found that police in schools can ‘act as a bridge between schools and their local communities, enabling wider, multi-agency

work'. This was also something discussed by many of the teachers in Sussex as an added benefit for the community, the school, the pupils and their parents.

“The links between the youth service in [the local area], the street pastors, the PCSOs and the school liaison programme are strong and it means that in terms of looking after our community in every way, making sure they're good citizens, works very effectively, because those people all work together.”

(Secondary School Head Teacher)

The NSOs have also worked one-on-one with individual pupils and families who have particular needs. One school engaged their NSO in speaking at a 'Talking to your Teenager' session they delivered to parents and in many schools they have served as a good link to other agencies if they have had any safeguarding incidents; something highlighted as particularly important for schools in rural areas who don't have other routes to go to.

## **Knowledge and understanding**

### **Knowledge and understanding of the law**

Three sessions were evaluated in secondary schools. Factual knowledge was tested both pre- and post-session. However, the primary objective of all sessions is to get the young people to think about the issue and the choices that they make, in the understanding that often it is not 'black and white'.

Nonetheless, all sessions imparted some key 'facts' about the relevant laws. The Sexting session (delivered to one class) was the most 'fact-intense' of those observed, reflecting the less ambiguous nature of the subject. By contrast, the Short Word Long Sentence session (delivered to two classes) is more discussion based, reflecting the complexities of the issue of consent.

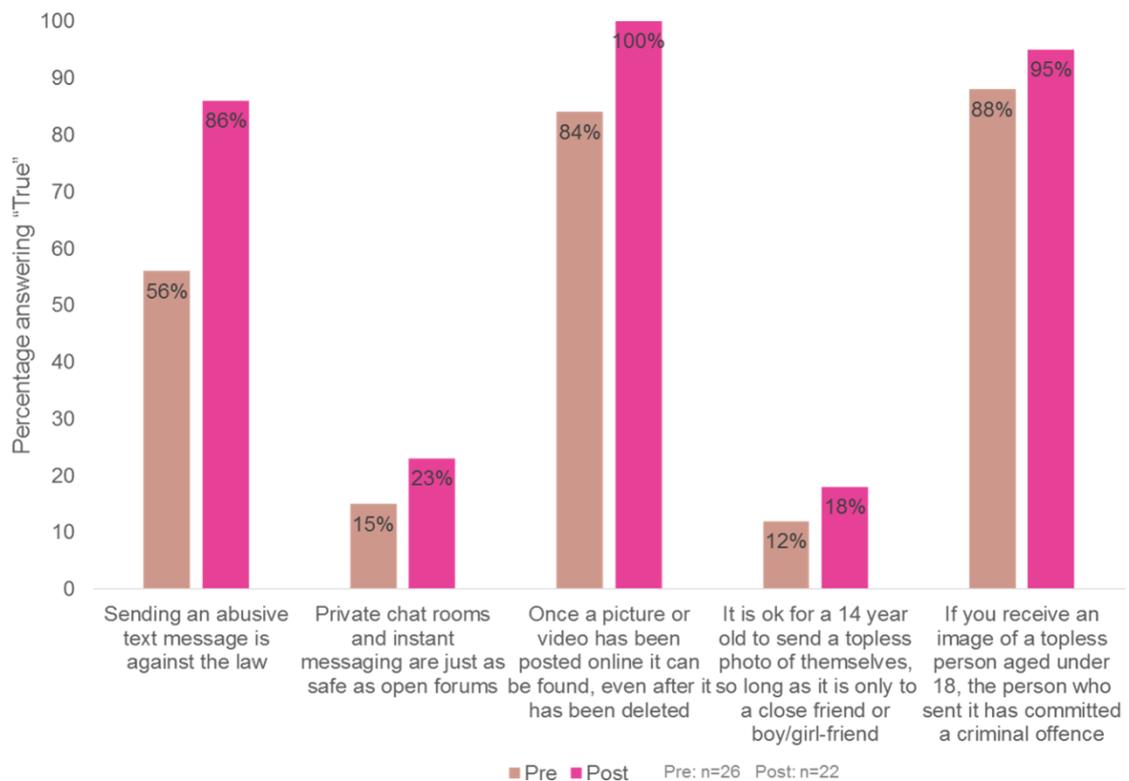
The differing emphases are reflected in the pre-/post-session changes in knowledge.

### **Sexting**

This lesson dealt with the implications of what is posted online, particularly social media sites, and the potential consequences of sending inappropriate messages or images. The concept of the 'digital footprint' (messages/images may become public and permanent and out of their control) was emphasised. The lesson also discussed the potential social (e.g. for finding a job in the future) and legal (e.g. it is illegal to distribute/be in possession of a sexual image of anyone under the age of 18 years) implications of sending or being in possession of an inappropriate image, even if it is of yourself. The NSO give advice on protecting themselves on social networking sites and what to do if they receive an inappropriate image.

The young people attending the session started from a relatively solid base of knowledge but improvements can be seen almost across the board. In particular, there is significant improvement in the proportion of pupils who understand that sending an abusive text message is against the law.

Figure 27: Proportion of pupils classifying each statement as 'True'



Overall, there was also a significant improvement in the proportion of children who got all questions correct (see Figure 28).

The proportion answering 1-3 statements correctly fell from 24% before the session to 14% after the session.

The detailed knowledge gained by the pupils is reflected in their comments immediately after the lesson. These make clear that they have learned not only what is and is not appropriate to do online, but also what to do if they find themselves in a difficult situation.

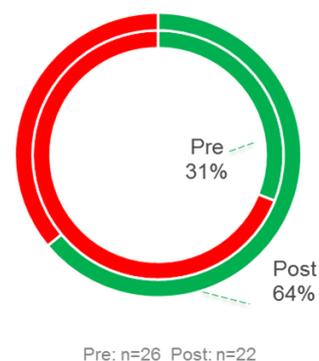
“We learnt what to do if we're sent inappropriate pics and are cyber-bullied.”  
(Year 8)

“It's useful because we learnt about what's against the law, and who to contact if we need help.”  
(Year 8)

“I liked learning about the dangers of putting a pic on the internet.”  
(Year 8)

“I learnt that it is actually a criminal offence if you have or see a picture of someone who is below 18 that is sexual.”  
(Year 8)

Figure 28: Proportion answering all statements correctly



Nonetheless, although the pupils all felt that they had learned useful information during the class, many were keen to know more and receive more detail.

“It was very targeted towards young people; we could have learnt about what happens when you're older as well.”  
(Year 8)

“Could have covered more on social network sites.”  
(Year 8)

“Maybe we could have got shown the websites so we know what they actually look like.”  
(Year 8)

Clearly though there is an appropriate level at which the class must be pitched as one student already commented that it would have helped “explained it a bit more because I got a bit confused”.

“I know laws are really complicated by maybe like at the end when he said about the laws, explain it a little bit more.”  
(Year 8)

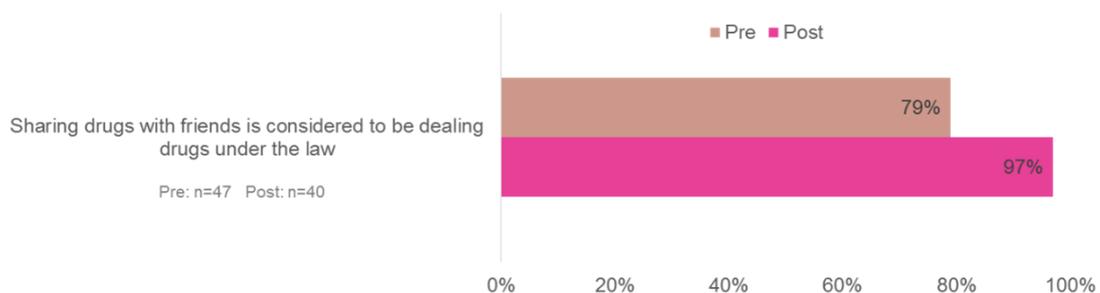
## Drugs

The main emphasis in the sessions observed was on ensuring that young people understand with who the responsibility lies if drugs are found, and that the person in possession of the drugs at that time can be arrested or cautioned, even if they are just briefly holding them for a friend. The definition of trading and dealing drugs was explored in relative detail.

“I like the fact that we get to discuss stuff.”  
(Year 9)

It was evident from the observation that what constitutes dealing was not well understood by many of those in the class. The data shows a significant improvement in understanding of this after the lesson.

Figure 29: Understanding of what constitutes ‘dealing’: Proportion agreeing the statement is ‘True’

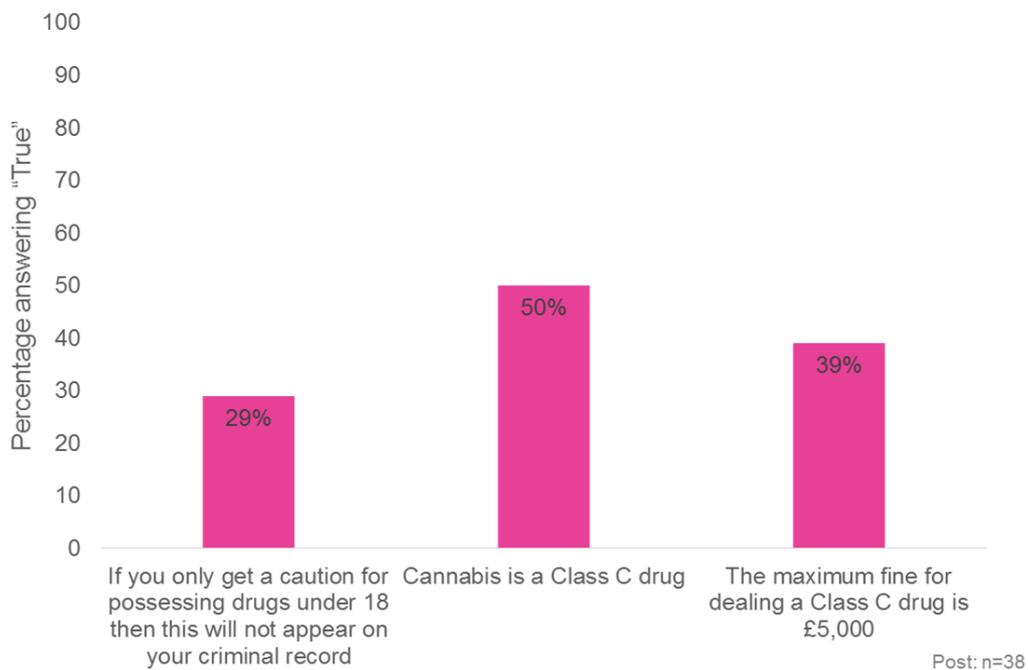


Understanding of this issue is clearly important but the data also shows that there is room for further improvement in young people’s understanding of other aspects of drugs law and the consequences of being found with drugs.

In particular, there are gaps in knowledge around the classification of cannabis, the fines that can be given for dealing, and the long-term consequences of being given a caution for drugs possession.

It may not be appropriate to expect detailed knowledge on all these facts at this age but the observations also indicated that teachers are keen to see some emphasis on the consequences.

Figure 30: Understanding of other aspects of drugs law: Proportion agreeing each statement is ‘True’



Interestingly, however, immediately after the lesson, the pupils felt that they had learned most about the law around drugs and the consequences of being caught with drugs. The comments though suggest that this is perhaps a more general realisation that there can be serious consequences in both the short and long-term, and that they must think carefully before getting involved with drugs. There were very few mentions of specific consequences.

“It was a good lesson because we can now understand the laws of buying drugs and what it does to our future.”  
(Year 9)

“Drugs and alcohol are quite serious. When you're teenagers you could start doing that kind of stuff. If they tell you while you're still quite young it might make you think about it, if I get caught with this it will go on my record and then I won't be able to do this when I'm older, like I can't go on holiday and stuff.”  
(Year 9)

### **Short word long sentence**

This lesson was heavily discussion-based and revolved around a video of the dangers which are present during a night out at a party. It covers particularly how alcohol can leave you vulnerable and deals with issues of consent, with the emphasis intended to be on the latter.

Although in principle the idea of using video is perceived as helpful, the particular video used is seen as perhaps outdated. It was variously described as “cheesy” and “unrealistic” in its portrayal of young people.

Imparting specific facts around the law was not the primary focus in either session observed; the aim was to get pupils to think about the dangers shown on the video and the choices that they make in such situations. Views on the session fell into three main themes:

#### *Facing the reality*

Some young people commented that often it seems unlikely that they would end up in such a situation but that the video in particular puts the issues “into perspective and shows what can happen at a party”.

“I liked watching the video. I think it shows you, instead of just explaining something, it shows you what it's like, you see where people go wrong.”  
(Year 10)

“It was very interesting, it made you actually listen to it. Some of the things I would never have thought would be such a big danger and it made you listen to it more when you saw it in front of you.”  
(Year 10)

“I think it probably could be quite hard when you're in the swing of things and you're out with your friends but obviously it will always be there, like don't leave your drink and stuff like that. I think it does help, I will obviously listen to what she's said, but I've never been out so I can't really say.”  
(Year 10)

That said, at least one student objected to the portrayal of teenagers as “quite easy and don't really know a lot whereas I don't really like we're all like that stupid”.

#### *Awareness of personal safety and the law*

Overall, pupils felt that the session had generally made them stop and think about their own personal safety, and that of their friends. Although the advice given about how to keep drinks safe from spiking was perceived as excessive by some, it was undoubtedly one of the areas which had been thought-provoking.

“They are like life lessons, like things that you need to know whereas in other lessons you don't really need to know. This makes you more aware of going out because that's what we do, we go out with friends and to parties.”  
(Year 10)

“Made you aware of what safety measures to take on a night out etc.”  
(Year 10)

Although detailed discussion of the law was not a core part of this session, some key points had been communicated and picked upon. Pupils highlighted that: even adding a small amount of alcohol to someone's drink counts as spiking; a drunk person cannot consent to sex; and that legally a woman cannot rape a man.

However, there was some confusion and ambiguity in what the learning outcomes are for this lesson. The results of the knowledge questions asked for this lesson generally showed no significant change between pre- and post- responses in terms of issues relating to consent, vulnerability and risk. This is partly a reflection of the inherent complexities of these issues but the observers also noted different emphases between lessons and a lack of clear 'take-home' messages for pupils.

### *A balanced discussion*

It was particularly important to the pupils that the officers did not come across as judgemental or unrealistic in their expectations of teenagers. It was positively received that the officers recognised that they would drink, quite possibly under-age, and might get themselves into difficult situations.

That the officers talked about how to keep safe when you do drink, rather than lecturing on not to drink, had a positive impact on perceptions of how useful and relevant the information was.

“It doesn't just teach us the law, [the officer] knows that at this age some people do drink so they give us more practical advice so it's not like 'oh you're under 18, you shouldn't be drinking so we're going to ignore that it happens', [the officer] actually tells you how to do it sensibly.”  
(Year 10)

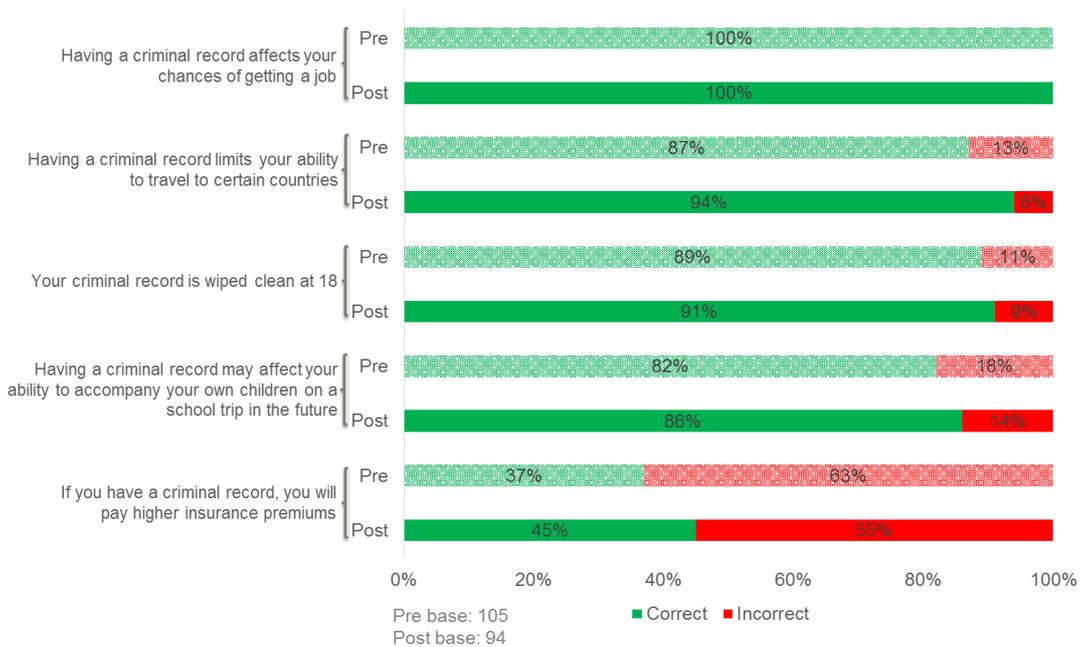
That said, advice to always buy another drink if you have lost sight of yours, even if it was left with trusted friends, was not well received. It generated significant discussion in class as was felt to be unnecessary and impractical, particularly from a financial perspective.

## Knowledge and understanding of the consequences of breaking law

Lessons cover the consequences of breaking the law in varying ways – some sessions place greater emphasis on issues of personal safety while others make more specific reference to the legal consequences and longer-term impacts of having a criminal record. No session observed dedicated substantial time to the consequences of having a criminal record and this can only be considered a secondary learning outcome of the classes. Only some of the consequences shown in Figure 31 were covered in each lesson and significant pre to post change was not expected.

Nonetheless, it is interesting to understand how young people perceive the consequences of breaking the law. Generally the young people seem to have a fairly solid understanding, with only a small proportion (9% after the lesson) subscribing to the myth that a criminal record is wiped clean at 18. The wider consequences of having a criminal record in terms of it affecting job opportunities and limiting travel are also relatively well understood, although the impact on insurance premiums is much less well known.

Figure 31: Attitudes towards the law



# LESSON DELIVERY AND MATERIALS

The ability to deliver engaging, relevant and interesting lessons is at the heart of good-quality teaching. Schools at both primary and secondary level recognise that by default, a guest speaker will be of more interest than the usual teaching staff, but for the INSPIRE programme to have genuine impact, lesson delivery and materials must be of a high standard.

## Lesson Delivery

Teachers and pupils particularly recognised that the NSOs have very good classroom management skills and earn the pupils' respect and attention through taking a non-judgemental stance to issues. The observations of the classes reinforced this, with all NSOs demonstrating solid skills in handling a mix of reluctant and enthusiastic pupils, balancing content delivery with Q&A, and keeping the attention of the class.

The opportunity for pupils to ask the officer questions about the subject being discussed, or the police and crime in general, is also as important.

### The importance of being a police officer

All of the teachers and many of the pupils emphasised the value of the lessons being delivered by a police officer, rather than a teacher or a PCSO.

Firstly, a police officer, over a teacher, results in the pupils paying greater attention to what is said because there is added credibility in their message, due to their knowledge of, and experiences with the law.

“They have the first-hand experience of being out on the street and seeing all these particular issues that arise first hand and I think, sometimes, having a different perspective coming in that makes the children sit up and think.”

(Primary School Head Teacher)

“Also [the officer] backs up what I’m saying... [the pupils are] kind of convinced that there’s a truth and authority behind what we say when [the officer] comes and does [their] session.”

(Secondary Head of PHSE)

“She comes in in uniform and they know her and they know that she comes and delivers stern messages...it’s just the realisation that she’s a real policeperson.”

(Primary School Deputy Head Teacher)

The observations in primary schools revealed just how enthusiastic children are to engage with the police officers, asking and answering questions and excitedly participating in activities.

“They [lessons] are delivered in an engaging way so that the children participate as well as listen.”  
(Primary School Head Teacher)

“It’s great fun a lot of the time and it’s very insightful for the children.”  
(Primary School Head Teacher)

Primary and secondary school pupils also commented that they pay more attention to what the officers say because they are more likely to believe it is true. They liked that what the officers were saying was based upon experience with the situations described.

“It gets the message across better as well. The information seems more valid if it comes from a police officer than a teacher; you sort of understand it a bit better.”  
(Year 11)

“It’s always better to have a police officer tell you because it’s more real, more realistic, whereas if a teacher tells you, you don’t actually know if they’re exaggerating things or lying.”  
(Year 11)

“I think [our NSO] would do it in a bit more detail and then our teachers would just scratch the surfaces.”  
(Year 6)

“It’s more sort of telling you, you need to listen to it if it’s coming from a policeman.”  
(Year 6)

Secondly, police officers are an added benefit for the school, teaching staff and pupils, as they contribute their knowledge on current safety issues in the local area as well as any recent changes in the laws that teachers are unlikely to be aware of, which adds another dimension to the pupil’s knowledge. For example, one teacher explained that whilst they could tell the class: “having your drink spiked is something that could be a reality”, the NSO can qualify this with: “it is a reality and these are some of the places its happening and these are some real situations it’s happened in your community”. The NSO therefore brings knowledge to the school they would not otherwise have been aware of.

“That’s perhaps knowledge that, unless I’m scrutinising the newspapers every day, I’m not privy to.”  
(Secondary School Head of PHSE)

“It adds an extra dimension to what we do, an extra knowledge.”  
(Secondary School Head of PHSE)

In addition, simply having a different person to a teacher delivering the lessons is beneficial because it makes the message more interesting; as “most people just get bored of listening to teachers” (Year 10 student). A survey conducted by one of the secondary schools on the value of PHSE, found that it didn’t matter how bad the visiting speaker was, they were always seen as better, different and more engaging by pupils. However, there is evidence to suggest that a police officer adds credibility and earns greater respect from the pupils than a PCSO would if there were to take over the delivery of the lessons:

“The children know her and respect her both as a friend of the school and as a Police Officer. We would be losing an essential part of a well delivered curriculum if we were unable to access the programme. If the programme were to be delivered by a PCSO I feel that it would be diluted!!”

(Primary School Head Teacher)

“VERY important to have a practicing police officer, rather than a PCSO – has status in the community, can answer some difficult law questions, respect is earned, links with the local police force about students in the community.”

(Secondary School PHSE Teacher)

### **Classroom Management Skills**

Many of the teachers commented that they were particularly impressed, and sometimes surprised by, the fact that their NSO had good teaching skills and were also good at managing a class of young people. The observations also support this, with researchers noting how NSOs are able to work with large groups of keen children, engage the more reticent and maintain an engaging pace and mix of activities.

“I think a big thing is [the officer’s] passion because you could have a police officer that’s a bit woolly.”

(Primary School Teacher)

“[The officer’s] manner with the students is spot on [they are] firm but fair, [they are] engaging.”

(Secondary School Head of PHSE)

“[The officer] is able to really challenge and elicit from the young people how they would be safe, personally, within a range of topics that they have from Year 7 to Year 11. [They are] very skilful in respect of ensuring that the lessons are valid to the pupils in front of [them]”

(Secondary School Head of PHSE)

### **Time for Q&A**

Pupils expressed a preference for asking their NSO questions and some teachers emphasised the importance of allowing them to do this as they are likely to ask questions they may not feel able to ask their teacher, who equally may not know the answer. In addition, they help to break down any potential barriers between the pupils and the officer and improve their relationship.

“They are learning things and able to ask questions. It’s pretty inane questions but it’s what’s important to them.”

(Primary School Head of PHSE)

“It’s really valuable, we could all teach the same content she’s teaching but they can ask questions, questions they maybe wouldn’t ask their teacher; it has more gravitas having a policeperson.”

(Primary School Head of PHSE)

“We didn’t have much time for questions.”

(Year 6)

“It was good because we discussed about what the effects of cannabis were. We asked a lot of questions to [the NSO] and she replied.”

(Year 9)

Figure 32: Drawing by a Year 5 pupil, before the lesson with the NSO<sup>4</sup>



<sup>4</sup> The name of the NSO has been removed from the picture.

## Lesson Materials

Generally, teachers and pupils stated that the hand-outs and activities used in lessons were good and it was a particular advantage having a uniformed officer deliver the sessions who also made use of certain props to capture the pupils' attention. The use of local examples was also stated as a further advantage of an NSO delivering a lesson, over a teacher.

## Age-appropriate content

Most teachers feel that officers are generally good at adapting their delivery of the lesson to suit the age group. One teacher explained it is good that a Year 8 drugs session, for example, will be different to a Year 9 drugs session. However, some teachers and pupils feel that certain lessons were too easy in places.

The primary school internet safety lessons in particular were highlighted as possibly insufficiently challenging, a view shared by the observers in some instances.

“[The officer] could have asked us a bit harder questions.”

(Year 6)

On this topic in particular, young people learn new things quickly and increase their understanding significantly within one year. It is of course also a rapidly changing area with new social media sites and trends in constant evolution and development. It was also observed that this is an area which young people feel they know a lot about, and usually more than adults. It is perhaps hence one area in which they are reluctant to seem lacking in knowledge, particularly in a group of peers. In sessions, children would ‘follow the herd’ and all concur in answers to questions, for example about whether or not they know how to change privacy settings, but in group discussions later, many confessed that they had not made changes and were not entirely sure how to do so.

It is hence important for the NSOs to be up-to-date and ready to challenge assumptions about the age at which children begin to engage with different forms of social media, ensuring that the content is tailored for each year group and that the “tech-savvy” pupils do not inhibit others from asking questions or showing up gaps in understanding.

“I think it would be good to do something different, extend it a bit in Year 2, because otherwise it’s pretty much repeating what they did in Year 1...I think it probably could be a bit meatier; they are a bright school, they could probably be challenged maybe a little bit more.”

(Primary School Head Teacher)

## Local examples

A number of teachers and pupils expressed a preference for NSOs to issues that use local examples when discussing issues. They help to bring points to life and help to get the children interested in the topic and remember the consequences.

“Kids remember anecdotes quite well.”

(Secondary School Head of PHSE)

Furthermore, they help to make pupils more conscious that the situation they are describing is a potential reality. A Year 11 pupil, for example, explained that the examples and case studies their NSO uses in lessons makes what they’re saying sound a bit more real and helps to put the information into context.

“You sort of think: “oh it doesn’t happen to me or it doesn’t happen here, it happens somewhere else”, but then when a local police officer comes in and tell honest stories about things that have happened it makes you think well it doesn’t seem that could happen to anyone.”

(Year 10)

A primary school that currently does not engage with the INSPIRE programme, also provided evidence to suggest this would be of particular benefit for them. They have had local issues that may concern the pupil’s personal safety but because the children in the area are “very trusting”, even when the teachers told them about this, they did not appear to pay much attention to it or realise that this could be a threat to them. Therefore, a police officer in the school detailing such local examples may help to improve their awareness of potential dangerous and risks.

However, one teacher explained that their NSO mainly tends to bring in local examples when prompted with questions from pupils and it was suggested that resources and tools such as quiz sheets could include more local facts, stats and examples to make it more relevant and interesting to the pupils.

“We talk about stats a lot but I think if they were more local stats and scenarios that have happened in the community, it perhaps would add to it more.”

(Secondary School Head of PHSE)

### **Hand-outs and activities**

One of the main recommendations teachers and pupils made for improving the lessons were to increase the number of activities they have in the lesson. In particular they would like the lessons to be made more interactive. One secondary school Head of PHSE commented that the lesson can be very ‘teacher led’ (i.e. front loaded), so they have adapted some of the lessons to help make them more interactive. Many of the pupils also said they would like more activities such as role plays.

“Make it more interactive, some of the other lessons they’ve had, they’ve been quite engaging with bringing in objects and stuff. I know it’s a different subject but they could do like role play things.”

(Year 11)

Certain sessions, such as the primary school internet safety class and the secondary school Short Word Long Sentence lesson, received more explicit comments on their use of resources.

Firstly, in the internet safety lesson, some pupils mentioned that they would like the NSO to show them how to change their privacy settings online, this could potentially

be done by projecting a screenshot of a social media site and where to find the privacy settings button for a selection of different sites, particularly as the location of such buttons vary by site. The CEOP Report Abuse button could also be shown in this way as in some lessons it was drawn on the whiteboard and in others not shown at all. If, given the constraints on NSO lesson time, this is not possible, then there is a need for the police and schools to work together to ensure that these messages are reinforced later by teachers and time is available to implement learnings in a practical way – i.e. during an IT class.

Secondly, for the Short Word Long Sentence lesson, the way the video is used as a learning tool varied between the two lessons observed which arguably resulting in differences in the learning outcomes for the two groups of pupils. In the first they had to complete a sheet of risky behaviours which was discussed before showing the video in full, with time at the end for discussion. The second lesson observed showed the video but paused it several times to identify the risks and dangers featured in the video together with the class.

It is not possible to provide an empirical evidence to suggest one lesson type is preferable to the other, particularly because the base sizes were too small to meaningfully compare the results of the knowledge questions asked in the survey. However, answers in the focus groups immediately after the lessons to the question ‘what did they learn?’ in the latter lesson format described, appeared to be more comprehensive answers and related to the video content. They listed the majority of the risks highlighted in the video whilst the first group gave fewer and more vague answers to this question.

In addition, comments on the sheet activity were less positive and general comments about what was could be improved about the lesson included:

“More activities - we had one tick sheet and it seemed to die off towards the start of the lesson and then it was the video but get more stuff going.”

(Year 11)

“Could have put the video first [and the sheet activity after] because then it would have showed it in a different way.”

(Year 11)

“It wasn’t very engaging, not too much information, involve activities.”

(Year 11)

### **Props and uniform**

Many of the teachers commented that a particular benefit of a Police Officer delivering the lessons, over a teacher, was the impact that a uniformed officer has on the attention the children pay to the message being delivered. Particularly the primary school pupils are “quite awed” when a police officer in uniform delivers the lesson and the teachers commented that this means the messages they deliver are presented with added “gravitas”.

“It has a much bigger impact; a police constable, dressed in uniform talking to them about it [internet safety], rather than the same old teachers.”

(Primary School Head of PHSE)

Further, it has the added benefit of tackling any negative perceptions that may have of the uniformed police officers they see on the street, thus help to build trust in the police amongst the young people. It helps to create more positive associations with the police force when the NSO presents themselves as its 'friendly face', as they are the "visual presentation" of the organisation.

"Once you have the police in and they've talked about it from their point of view they see a person, not just a uniform."

(Secondary School Head of PHSE)

"The benefit of having [the officer] to deliver the programme is huge – she is in uniform; has answers/advice for all of their questions; gives them the impression that the police are approachable friends – a teacher delivering the programme would not have the same kudos!"

(Primary School Head Teacher)

It was also mentioned that a particular benefit of the programme for the school is that the NSOs bring materials with them that the school would not have necessarily had access to otherwise, for example the physical examples of what certain drugs look like, which one secondary school Head of PHSE explained has been particularly effective at increasing the pupil's awareness of what drugs look like as well as supported their understanding of classifications and penalties in relation to drugs.

# POLICE-SCHOOL RELATIONS

The majority of schools are hugely positive about the INSPIRE programme, feeling that it is an important part of their curriculum. Three issues are crucial in shaping perceptions: lesson availability; lesson adaptability; and the additional support provided by NSOs.

## **Lesson availability**

Such is the value of the programme that many schools explained they would like more lessons.

“We have to take what we can get and we’re always thankful for it.”

(Secondary School Head Teacher)

“[the NSO’s] sessions are really useful, the more sessions we can have, the more useful it will be”

(Year 6)

Internet Safety is one of the most popular lessons and is the main concern for the majority of primary schools, with teachers requesting extra lessons from their NSO, particularly for younger age groups, as more children start to use the internet:

“[the officer] does an extra class, at our request, on e-safety. It’s becoming bigger and bigger and bigger as they’re doing it lower and lower down the school, with technology increasing and their cleverness with it all increasing.”

(Primary School Head Teacher)

The NSOs appear to accommodate these demands well but some schools mentioned that they would like their officer to deliver more. In some instances this is due to the timetabling restrictions they face but in other instances the NSO is over-subscribed. One school explained that they have had the number of hours their NSO delivers cut because another local school had started using the programme whilst another stated that it would be ideal if they could have half a day a week allocated for their NSO to be in the school, in the playground and sitting in on lessons. That said, all schools appreciate that resources are stretched and it will never be possible to have as many lessons as they would like.

The two schools interviewed that do not currently engage with the programme said this was because they were not aware of the programme and haven’t been told about it. One explained that schools don’t tend to look for such programmes themselves but would like to engage with the programme if approached by an NSO.

## **Lesson adaptability**

A key benefit of the programme, many teachers explained, is the flexibility and adaptability of the programme to their school’s key concerns and issues. Several schools stated that they use local surveys to understand the important issues in their

local area, including the Health and Related Behaviour Survey<sup>5</sup> and the Safe and Well at Schools Survey<sup>6</sup> (delivered by the Healthy Schools Team of Brighton and Hove City Council), which help to inform which lessons they would like their NSO's lessons to deliver. The NSOs work in cooperation with Head Teachers/the Head of PHSE to which lessons will be delivered and to which year group; this is a particular feature of the programme that they appreciate and that works well.

“I think [the NSO] is pretty good at adapting the unit to fit in with what's currently happening in the schools – its needs driven. I think like with any unit of work they're fluid to some extent, in that you sort of adapt them to the specific school so I mean whatever needs to change is changed.”

(Secondary School Head of PHSE)

However, there appears to be an over-enthusiasm by some of the NSOs for delivering the offensive weapons lesson, even if the school stated that it is not one of their priorities.

“[the officer] likes to do [their] offensive weapons lesson but it's not a massive issue in the school.”

(Secondary School Head of PHSE)

### **Supportive role of the NSO**

Beyond the delivery of the INSPIRE lessons, police-school relations are strengthened when the school feels confident that their NSO is on-call for extra support when required. This can include dealing with incidents or serving as a more informal presence as part of the wider school community. It also emphasises again the important and beneficial role the NSOs play in some schools in aiding transitions from primary to secondary school.

“If there is anything that happens in the school which is illegal, [the officer's] our first port of call.”

(Secondary School Head of PHSE)

“She has an important role in the school, she is very well known. She does assemblies, she is at the end of the phone for advice on day-to-day issues and has supported with families who have particular needs...she has also worked with individual children, mentoring, to support behaviour in the community and support transition to a secondary school.”

(Primary School Head Teacher)

Furthermore, in schools where they have a Safer Schools Partnership Officer, the NSO appears to have less strong relationship with the pupils. For example, in one secondary school, a different police officer comes in on a regular basis to deal with problems and

---

<sup>5</sup> East Sussex County Council (2012) 'Supporting the Health of Young People in East Sussex: A summary report of the Health Related Behaviour Survey 2012' [online]. Available at: <<http://www.eastsussexjsna.org.uk/jsnaSiteAspx/media/jsna-media/documents/evidenceandlinks/EastSussex2012.pdf>>

<sup>6</sup> BHConnected (2012) 'Safe and Well at School Survey 2012' [online] Available at: <<http://www.bhconnected.org.uk/sites/bhconnected/files/SAWSS%20briefing%20June%202013%20final%20version.pdf>>

that office is known by the pupils as “the school police man”; they therefore appear to be better known by the pupils than the NSO.

# RECOMMENDATIONS

## NSO Involvement

It is clear that regular contact throughout primary and secondary school with the same NSO, is optimal for building a positive relationship between pupils and the officer. In this situation they are more likely to feel confident in contacting them for help as well as trust that what they are teaching them is true. The locally based model of NSOs is therefore a strong one and should be retained. NSOs are almost uniquely placed to be one of the few ‘adult faces’ who remains present between primary and secondary schools.

Of course, resource constraints, demand for INSPIRE sessions outstripping supply and the inevitable geographic dispersion of some pupils between primary and secondary schools means that a consistent presence will never be possible for all pupils. Nonetheless, there is potential for Sussex Police to increase their impact across the county by maximising the opportunities to engage with children as they transition and through the role they play within the schools they are currently working in.

Key recommendations:

1. The current model where NSOs serve both primary and secondary schools in the same locality should be maintained.
2. Opportunities to maximise the role that NSOs play in supporting pupils in transition from primary to secondary school should be developed. This may be through increasing visibility at key events such as open/ taster days as well as by holding assemblies when pupils are preparing to leave primary school so that pupils know which NSO will be at their next school and where they can be found if they have issues. The NSO could then reintroduce themselves or a new colleague to new starters in secondary schools at the beginning of term.
3. NSO presence in schools has positive outcomes. Their role in delivering lessons as well as dealing with any incidents that occur in or around the school demonstrates that officers can enforce the law as well as play a supportive role. This is preferable to a situation where NSOs are positioned as being ‘nice’ or different to other officers.
4. Efforts should be made to promote the programme with those schools who do not engage with it currently. The lessons available to these schools could be enhanced and a structured programme of visits to a selection of such schools each term should be planned. Those we spoke with are open to the support but lack awareness of what is available.

## Curriculum Content

Teachers particularly value the bespoke element of the programme. They place a high value on being able to influence and select which lessons are delivered by the NSOs, enabling them to choose lessons that address issues that are of particular concern to the pupils of their school and neighbourhood. Staff view the NSO lessons as more relevant and more likely to affect the behaviour of pupils where the schools play an active role in tailoring the programme to meet the needs in their community. Some

schools draw on surveys and other data to better assess which lessons would have the greatest relevance and impact. Where such care is taken to tailor the programme to address the particular issues affecting that particular school, engagement is higher.

For example, many of the schools have stated a preference for having more lessons on internet safety and sexting for younger pupils, or personal safety, drugs and consent for older pupils, rather than having lessons on offensive weapons, although the latter is always popular with pupils. Where teachers and NSOs work collaboratively, there is greater potential for improving school engagement with the programme as well as general cooperation between the police and schools. Finally, promoting this aspect of the programme may help encourage schools who currently do not have the programme to consider it in the future.

Key recommendations:

1. NSOs should work in collaboration with teachers to integrate local data and surveys into the planning of the lessons delivered in the school in order to ensure they are highest relevance to their pupils and therefore of greater potential impact.
2. The programme should continue to maintain a high level of flexibility over curriculum content and improve the promotion of this to schools who are not aware of it. This could be done by more deliberately designing in and encouraging the element of curriculum co-creation between the NSO and teachers at the beginning of each year or each term.

Careful consideration should be given to the balance of sessions – while pupils typically love the exciting sessions with props, it may be prudent, particularly in schools which are only able to incorporate a limited number of sessions, to focus on those issues of highest priority rather than those of lower strategic and practical value such as offensive weapons.

### Lesson Delivery

Overall, teachers highlight that the NSOs have excellent classroom management and teaching skills. Nonetheless there is room for some improvements, particularly to ensure consistency in delivery and learning outcomes. Some modifications in lesson plans would also enable features identified by both pupils and teachers to be particularly useful to be incorporated in all sessions.

Key recommendations

1. All sessions should allow sufficient time for Q&A. The format and style of Q&A activities can be varied but encouraging discussion, debate and opening questioning is crucial in ensuring that areas of ambiguity and uncertainty are fully addressed.
2. The learning objectives and outcomes are currently clearer for some sessions than others. All sessions would benefit from a review of the minimum factual content to be imparted and key points for discussion. NSO refresher training would then improve consistency in delivery, whilst continuing to allow the degree of flexibility which allows lessons to be tailored to the specific needs of each class.

Internet safety:

- a. Ensure NSOs remain up-to-date with the latest trends in social media for young people. The digital natives of this generation feel they know more than most adults about how to behave online but look to the police for practical information and guidance on what to do when something goes wrong.
- b. Improve the age-appropriateness of the internet safety lessons – make sure they are appropriately challenging for the age group and the format of delivery enables less confident pupils to speak up in front of their ‘tech-savvy’ peers.
- c. Encourage schools to reiterate key messages and put theory into practice by delivering practical ICT lessons soon after the lesson as this is not practical to achieve within the sessions delivered by NSOs.

Short Word Long Sentence

- d. This lesson covers sexual exploitation, assault and other associated issues, which are important issues which may not be otherwise addressed. At the heart of this lesson is a video, which may now be dated. We recommend that this video be reviewed and perhaps its length reduced, with the material tested with the target group.
- e. The lesson plan for this session should also be reviewed to ensure that all NSOs focus on the same key messages.

### **Lesson Materials**

Teachers and pupils made the following suggestions for improving lesson materials. Taking forward the following recommendations will help to increase pupil engagement and lesson impact.

1. Pupils and staff reported that lessons are more engaging when they include local statistics and examples. Sussex Police has access to up-to-date information about crime figures, hotspots and related matters. NSOs should be able to draw on this rich data alongside their own local knowledge to make the lessons more memorable and impactful. A bank of local statistics as well as training NSOs to use these would be helpful in this regard.
2. Many pupils, particularly from primary schools, commented that they would like lessons to be more interactive and less ‘teacher led’. More lessons could feature activities such as role play instead of, or alongside, the scenario (picture) cards used.
3. Using props in the lessons was found to help engagement and improve learning. Teachers noted that props add an element that they would not be able to deliver. Props and videos should be more consistently used across all lessons.

# REFERENCES

- Graham, J., & Karn, J. (2013). *Policing young adults. A scoping study*. [pdf] London: The Police Foundation. Available at: < [http://www.barrowcadbury.org.uk/wp-content/uploads/2013/02/policing\\_young\\_adults1.pdf](http://www.barrowcadbury.org.uk/wp-content/uploads/2013/02/policing_young_adults1.pdf) > [Accessed 24 July 2014]
- Hopkins, N. (1994). School Pupils' Perceptions of the Police that Visit Schools: Not All Police are 'Pigs'. *Journal of Community & Applied Social Psychology*, 4(3), 189-207.
- Hurst, Y. G., & Frank, J. (2000). How kids view cops. The nature of juvenile attitudes toward the police. *Journal of criminal justice*, 28(3), 189-202.
- Lamont, E., Macleod, S. and Wilkin, A. (2011) *Police Officers in Schools: A scoping study*. Slough: National Foundation for Educational Research.
- Mullan & Lewis (2005) *Attitudes to Behaviours and Life Choices among Young People in Northern Ireland. Bulletin Number 1*. School of Psychology, University of Ulster at Magee College, NI.
- ONS, (2014) *Chapter 2: 10 to 15 Year Olds' Perceptions of the Police*. Newport: Office for National Statistics. [online] Available at: < <http://www.ons.gov.uk/ons/rel/crime-stats/crime-statistics/focus-on-victimisation-and-public-perceptions--2012-13/rpt---chapter-2.html> > [Accessed 4 August 2014]
- Stone, V., & Pettigrew, N. (2000). *The views of the public on stops and searches*. Police Research Series paper 129. London: Home Office.

# APPENDIX 1: THE INSPIRE CURRICULUM

## Key stage 1

Lesson	Year	Learning objectives
People who help us	R	To know that some people who help us wear uniforms
Who can help Andy?	KS1	To help the pupils keep themselves safe if they find themselves lost.
Road safety	KS1	To help pupils to cross the road safely.
Criminal damage, litter ...	KS1	To know about some of the laws that young people tend to break.
Making choices	KS1	To help children think through some of the choices they may have to make.
The police	KS1	To know about the work carried out by a Police Officer.
Respect for property (stealing)	KS1	To recognise that we are all responsible for property.

## Key stage 2

Lesson	Year	Learning objectives
Shoplifting	KS2	To recognise choices they can make and recognize the difference between right and wrong.
Respect for property (stealing)	KS2	To take responsibility for respecting property in the community.
Making choices (3 lesson variants)	KS2	To think through some of the choices they may have to make, e.g. in challenging situations, and the consequences
Criminal damage	KS2	To recognize choices they can make and recognize the difference between right and wrong.
Respect for property (stealing)	KS2	To recognise the consequences of stealing for victims.
Stay safe (4 variants)	KS2	To help pupils to keep themselves safe in a variety of environments both urban and rural. Also when out alone.
Accident in Park Road	KS2	To help pupils to cross the road safely.

<b>Drugs and the law</b>	KS2	To raise issues relating to legal and illegal substances.
<b>Safe cycling</b>	KS2	To raise awareness around safe cycling

### Key stage 3

Lesson	Year	Learning objectives
<b>Anti-social behaviour</b>	7	Be responsible for orderliness in the community and act respectfully towards other people's property
<b>Getting into a car</b>	7	To highlight the danger of relaxing your risk assessment around personal safety.
<b>Mobile phones</b>	7	Personal safety around using mobile phones
<b>C it</b>	7	To introduce the concept of personal safety. To highlight that choices have consequences
<b>Who has access?</b>	7	Keeping safe online
<b>Knife crime</b>	7	To highlight the issues around carrying a knife
<b>Safety online</b>	7/8	To understand the need for care, restraint and responsibility when using the internet.
<b>Who's the victim?</b>	8	What causes people to commit crime? What are the consequences?
<b>Incoming messages</b>	8/9	To highlight the law around text messages, with a focus on bullying by text
<b>Stop and search</b>	9	To understand how attitude can act as a barrier to communication.
<b>To be safe ...</b>	9	To encourage students to think about emotional and physical safety
<b>Drugs and the law</b>	9	To raise law issues relating to both legal & illegal substances.
<b>Let's fight it together – internet bullying</b>	9	To highlight that criminal law applies equally on the internet as elsewhere and what is illegal off-line is illegal on-line.
<b>Anti-social behaviour – crossing the line</b>	9	To know that crimes often have serious consequences for their victims.
<b>Situations</b>	9/10	To encourage students to make judgments about their own and others' safety.

## Key stage 4

Lesson	Year	Learning objectives
Alcohol and the party	9/10	To raise awareness around alcohol use and the risk to personal safety.
The Court Room	10	To show students how a court would work.
Carrying a weapon	10	For young people to be aware of the consequences of carrying weapons.
Firearms	10	To raise issues around imitation firearms and the associated risks.
Alcohol	10/11	To highlight the law around alcohol and the associated risks.
Matt Thought He Knew	10/11	To raise awareness of on-line safety issues.
Short Word Long Sentence	10/11	To provide young people with the ability to identify situations that have the potential to cause them harm.
The law	11	What do people know about the law?
Newly qualified drivers	11	To emphasise the increased risks that young drivers face
Sexual offences	11	To raise awareness of the law and personal safety relating to sexual offences.
Fit to drive	11	To increase pupils' knowledge about the risk of substance use and driving.