

Child

CENTRED POLICING

POLICE IN THE CLASSROOM

A handbook for
the police and
PSHE teachers

PSHE
Association

 **NPCC**
National Police Chiefs' Council



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Making policing’s contribution to education as effective as it can be – celebrating new guidance from the NPCC and the PSHE Association partnership.

The police are keen to identify how they can work most effectively with schools to tackle a range of pressing issues facing young people today. Schools are similarly keen to work with the police and value the contribution they can make to PSHE education.

Both police and schools recognise that this relationship needs to be meaningful, with long term benefits for young people and society. The National Police Chiefs’ Council (NPCC) and the PSHE Association are therefore delighted to be working in partnership to make the most of these opportunities.

Police contributions work best when integrated into planned lessons, and the NPCC recognises that personal, social, health and economic (PSHE) education is the ideal curriculum subject for this work. Getting it right helps young people to stay safe, recognise the consequences of their decisions and seek help when necessary. It also supports positive interactions between young people and the police.

However, up to now there has been little guidance on how to make the most of police contributions and how to ensure they are effective and safe.

To address this, the NPCC and PSHE Association have produced this new handbook for PSHE teachers and police staff working with schools. The handbook celebrates current good practice, presents best approaches to using police in the PSHE education classroom and provides tips, practical guidance and support, all informed by substantial new research, including surveys and two academic literature reviews.

We hope you find it useful and look forward to continuing our work together to support police and schools with this vital work.



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1.

INTRODUCTION

1.1 Background to the project

Police staff have been working in schools for many years to support teachers in delivering a range of PSHE education topics such as drug education, road safety and raising awareness of online safety.

This support can be very welcome, bringing a knowledge of the law and crime that teachers may not have, and providing a positive context for the police to engage with young people. However, both police staff and PSHE teachers alike will have received little or no guidance, training or advice on how to make the police contribution to PSHE lessons effective. Getting it right helps young people to stay safe, recognise the consequences of their decisions and seek help when necessary. It also supports positive interactions between young people and the police.

Recognising this, the National Police Chiefs Council (NPCC) and the PSHE Association are working together to explore current practice and ensure that police contributions to PSHE education are of maximum benefit to teachers and pupils. This handbook for PSHE teachers and police staff working in schools is the result of this new partnership and is informed by new research into best practice in this field.

With this handbook, we aim to:

Celebrate current good practice in using the police to support the PSHE curriculum.

Present best practice approaches to using police visitors in the classroom.

Provide tips, practical guidance and support for schools and the police who visit them – to make working together as effective as possible.

1.2 Our research

We conducted a range of research – including online surveys with over 950 participants from both police forces and schools – to give us a picture of current practice.

We also commissioned two academic literature reviews: *Police in schools: an evidence review*, Bradford and Yesberg, 2018 and *Why is the 'how' important? The research and theory underpinning effective and ethical PSHE education*, Hanson, 2019.

All research referred to in this handbook has been drawn from these reports, which can be accessed on our online hub:

www.pshe-association.org.uk/policing

1.3 Who is the handbook for?

The handbook is designed for both police staff and teachers. It provides guidance on using police expertise to support delivery of the PSHE curriculum.

Police staff may also be asked to contribute to the Citizenship curriculum; this guidance does not directly cover the input related to Citizenship, although some of the principles about safe and effective teaching will apply.

The handbook does not cover other roles covered by police in schools, such as using police staff for discipline issues, to respond to criminal incidents or in a mentoring capacity. For more information refer to gov.uk.



950

participants from
both police forces
and schools

1.4 What is PSHE education?

Personal, social, health and economic (PSHE) education is a school subject that supports pupils to be healthy, safe and prepared for modern life.

The PSHE education curriculum covers a range of pressing issues facing children and young people today, including those relating to relationships, mental and physical health, staying safe and aware online, financial literacy and careers.

PSHE education is currently a non-statutory subject, though is taught to some extent in nearly all schools. Under the Children and Social Work Act (April 2017) most elements of PSHE will become statutory for all schools from September 2020. This includes relationships education at primary school, relationships and sex education at secondary school, and health education in both primary and secondary phases.

1.5 Who are the PSHE Association?

The PSHE Association is the national body for PSHE education.

As a charity and membership organisation, it works to improve PSHE education standards by supporting over 20,000 teachers and schools with advice, training and support. Its work includes writing planning, teaching and guidance materials for schools, quality assuring PSHE resources and delivering teacher training.

1.6 Who are the NPCC?

The National Police Chiefs' Council is the national body for law enforcement in the UK.

The NPCC brings police forces together to help police to coordinate operations, reform, improve and provide value for money. Different chief officers take responsibility for leading on different aspects of policing. This work has been developed in partnership with the Child Centred Policing portfolio which is led by Chief Constable Olivia Pinkney.

“Under the Children and Social Work Act (April 2017) most elements of PSHE will become statutory for all schools from September 2020”



2.

WORKING TOGETHER

Maximising the benefits for police, teachers and pupils

“The school environment has intuitively been considered a suitable setting in which police and young people can interact positively, and where police can build relationships and trust with students... [there is an] assumption that police-pupil interaction can generate important positive benefits, for the child, the police, and wider society.”

Police in schools, Bradford and Yesberg, 2018

There are many ways that police forces in different regions have worked with schools, for example by supporting parts of the taught PSHE education curriculum, helping to manage pupil behaviour, and running small workshops or intervention groups.

It is widely assumed that police staff contributing in these ways can be beneficial for both the police, teachers and pupils, and in turn for wider society. However, there is currently very little research supporting this assumption.

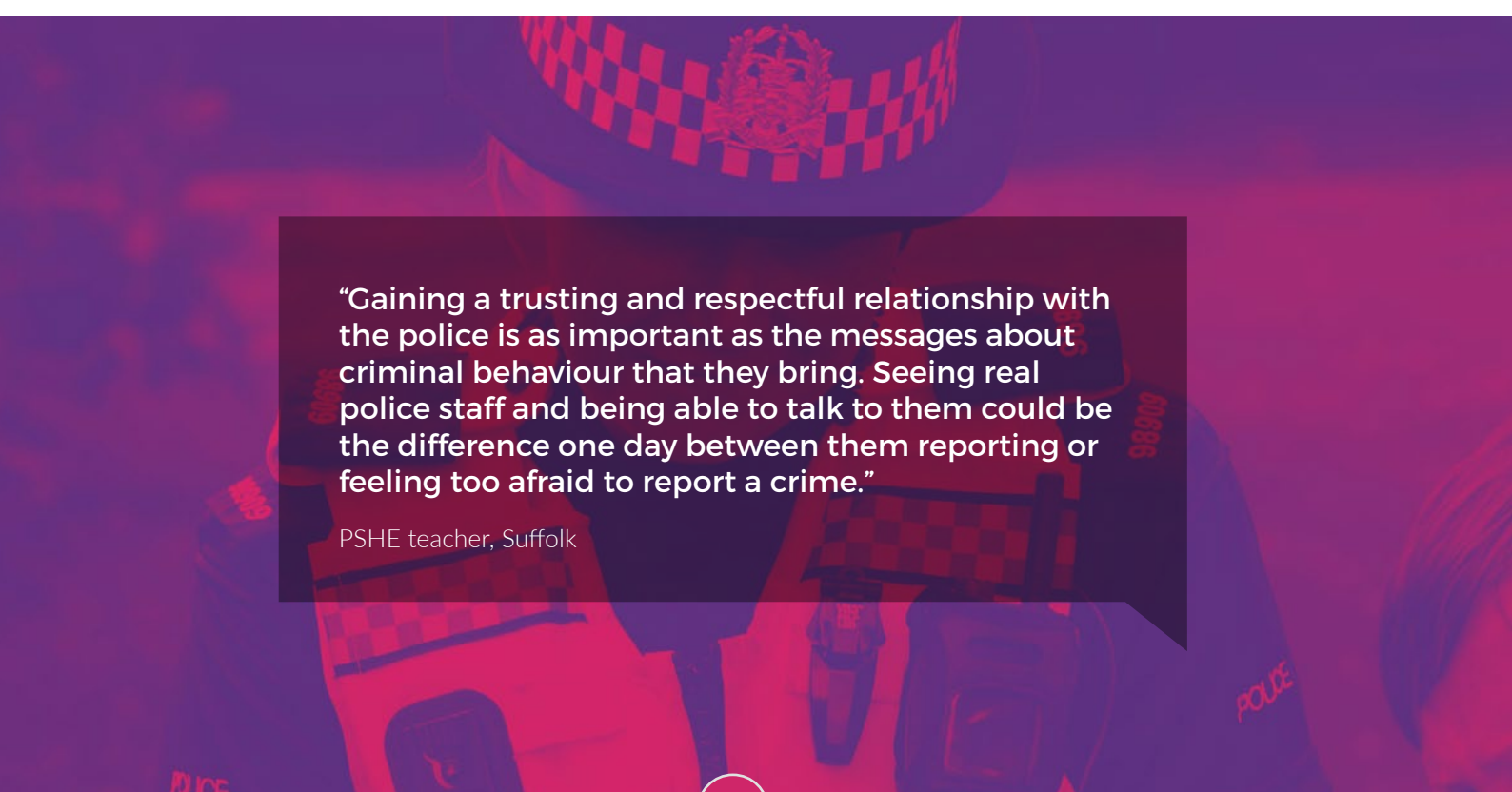
This chapter sets out the key potential benefits for police, teachers and pupils when using police staff to add value to the PSHE curriculum, and outlines research on how these benefits are best achieved.

2.1 What are the benefits for police?

- Schools provide a positive space to interact with pupils. These opportunities promote positive engagement with police and can help to break down potential barriers.
- Delivering messages to groups of young people can help to raise awareness of local issues, police force priorities or causes for concern in the wider community.
- Teaching pupils about issues related to crime and personal safety will hopefully mean they are less likely to be involved in crime (either as a perpetrator or as a victim) in the future.
- Early intervention, awareness of young people's vulnerabilities and a joined up approach among agencies such as police forces and schools are essential components of effective safeguarding and can prevent young people suffering significant harm.
- These approaches should therefore, in the long term, reduce demand on police forces.

2.2 What are the benefits for teachers and schools?

- Police staff provide a real world context to topics that teachers deliver in PSHE education. The police can add additional expertise about specific crimes, the law and the consequences of breaking it.
- Visitors help to provide novelty which can improve engagement in learning and help pupils remember the learning experience. Police in particular can add a unique voice of authority about messages related to the law and personal safety.
- Police staff are ideally placed to explain policing and the law, its role in society and give a better understanding of the criminal justice system. Police staff should also explain to young people their rights in relation to the law. This learning can help achieve PSHE education's aim to prepare young people for adult life and stay healthy, safe and thrive.



“Gaining a trusting and respectful relationship with the police is as important as the messages about criminal behaviour that they bring. Seeing real police staff and being able to talk to them could be the difference one day between them reporting or feeling too afraid to report a crime.”

PSHE teacher, Suffolk

“...our older pupils (KS 3 and 4) can switch off entirely if they feel like they are just being threatened with arrest...”

PSHE Teacher, Stoke on Trent

©Photo by Matthew Gerrard on Unsplash

2.3 What are the benefits for pupils?

- Meeting police staff in a classroom context can help pupils develop positive relationships with the police and build trust in a managed environment.
- Positive encounters with the police can help to challenge misconceptions or alter views that young people may have about the police.
- These experiences may help children and young people feel more confident to ask the police for help when they need it, to report a crime if they witness one and to disclose safeguarding concerns. They can also equip them with an understanding of what may happen when they speak to police staff about a crime.

These benefits almost certainly won't happen accidentally, but rather are the result of careful planning. The way in which police staff and young people interact in PSHE classrooms is therefore crucial to promoting the positive outcomes suggested above.

2.4 Procedural Justice: the importance of fairness

Procedural Justice Theory focuses on the types of police behaviour that can sustain and enhance positive relations between the police and the public.

Research has found that when they encounter the police, people often care more about the way they are treated than the outcome of the encounter. For example, feeling that the police has treated you fairly, given you respect and listened to you after a robbery is rated higher in people's judgements of the police than whether their stolen goods are actually returned. People are more attuned, that is, to the fairness of interactions than the outcomes those interactions produce. They value that the authority exercised over them by the police is fair, transparent, and unbiased, and this is equally true for children and young people.

A sense of procedural justice during encounters with police makes people more likely to accept the decisions reached, trust the police concerned, and also generates a sense that they are valued and included in society. Moreover, when people feel they have been treated fairly, they are more likely to view the police as generally trustworthy and legitimate which, in turn, makes them more likely to cooperate with the police and comply with the law.

Procedural justice theory therefore has important implications because it suggests even greater benefits to society beyond the immediate effect the police can have in the classroom. Encounters with the police in school settings can have a significant impact on the way young people interpret the law and their feelings about their place in society¹.



**OUR
SURVEY
SAYS...**

100% of pupils surveyed agreed or strongly agreed that it was good for people their age to meet police staff in school

¹For more information on Procedural Justice Theory, see *Police in schools*, Bradford and Yesburg, 2018

“Young people, as well as adults, prioritise procedural fairness and mutual respect in their encounters with police... when young people feel that an officer’s behaviour is not fair or respectful, trust and confidence in the police is damaged. Finally, among young people procedural justice and legitimacy are linked to pro-social behaviours such as cooperation and compliance with laws.”

Police in schools, Bradford and Yesberg, 2018

2.5 How can the police add most value? (the benefits and challenges of assemblies vs lessons)

Given this insight from Procedural Justice Theory, and the intended benefits of using the police to support PSHE education, the style of delivery used by police in these interactions is crucial if the police staff’s contribution is to be effective in the moment and longer term.

It is common for police to deliver messages in schools through assemblies. This is understandable, as assemblies can seem like the easiest way to organise a police visit for busy police and teachers. However, given the importance of delivering key messages in a way that will lead to the beneficial outcomes for pupils, teachers and police identified above, it is important to reflect on whether assemblies are really an effective way for police and pupils to interact.

“I think it’s best to do presentations in smaller groups. In larger assemblies it’s difficult to have that personal engagement.”

Police officer, Metropolitan Police

Assemblies seem to have little impact as the numbers in attendance are too large for it to be interactive and impactful. Smaller groups, where the students join in with conversations, Q&As, put forward answers verbally etc. are far more productive.

Police officer, Sussex

The benefits & challenges of assemblies vs lessons

	Benefits	Challenges
Police contributing to assemblies	<ul style="list-style-type: none"> • Can reach a large number of pupils in one visit and raise awareness about an issue which requires fast communication • Can be used to briefly introduce or reinforce a topic which is being developed further in lesson time 	<ul style="list-style-type: none"> • No opportunities for the police and pupils to interact • Very hard to appropriately pitch a message for such a large number of young people with different levels of understanding / experience • Can be traumatic for any pupil who has been personally affected by the issue • Does not provide opportunities for pupils to ask questions or seek further help • Unlikely to have a sustained impact on pupils' attitudes or behaviour • Does not reflect best practice as outlined by Procedural Justice Theory
Police contributing to lessons	<ul style="list-style-type: none"> • Allows for a better quality learning experience which can affect pupils' attitudes and behaviour • Provides opportunities for police and pupils to have positive one-to-one interactions • Learning can be better tailored to individual groups • Opportunity to develop skills and attitudes as well as provide information • Can be more effectively embedded within a PSHE scheme of work 	<ul style="list-style-type: none"> • Requires more planning time and resourcing • Can be challenging to coordinate to ensure all pupils receive an equivalent experience

2.6 Where in the PSHE curriculum can police staff add value?

PSHE education delivers important health and safety messages for children and young people. A key principle of effective preventative education is that the learning is delivered before the issue is experienced in pupils' lives. However, it is also important that material is well matched to pupils' current maturity level and that it is a topic which is appropriate for the police to be supporting.

For example, even though sending nude images to a partner is a crime for young people under the age of 18, the significant factors affecting young people's choices in these scenarios are often less to do with the law, and more to do with their understanding of healthy relationships, consent, resisting peer pressure and their own values regarding relationships. The topic of 'sexting' therefore, can be addressed more effectively through relationships and sex education lessons delivered by the PSHE teacher.

It is important that both the teacher and police staff ask themselves the following questions before agreeing what topics the police can support:

- Has the topic been chosen in collaboration between the police and the teacher?
- Is the topic relevant for the context and local area of the school?
- Is the topic likely to be relevant for the majority of the children at that age? (e.g. not just one or two rare incidents)
- Is the topic one where the police feel they can provide significant relevant expertise and experience beyond that which the teacher alone could provide?
- Does the topic fit in with other things the pupils have been learning?

If the answer to all of these questions is 'yes', then the topic is likely to be one where a visit from the police will add significant value. However, if any of the answers here are 'no', it is worth reconsidering whether using a visit from police staff is the most effective way to deliver the learning, or whether the topic is simply unsuitable for the cohort.

Whilst not an exclusive list, some topics we would recommend to be suitable for police support are:

- The role of the police
- Road safety
- Personal safety
- Anti-social behaviour
- Careers
- Drugs and the law
- Knife crime
- Sources of support (including in emergency situations)

PSHE teachers will also want to align police input with the [PSHE Association's Programme of Study](#), which identifies suitable learning opportunities for PSHE education across each key stage. Learning opportunities that may be relevant to police support include:

Key Stage 1	<p>H12. To learn rules for and ways of keeping physically and emotionally safe... road safety, cycle safety and safety in the environment</p> <p>L10. About the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency</p>
Key Stage 2	<p>H9. To differentiate between the terms, 'risk', 'danger', and 'hazard'</p> <p>L9. To learn what being part of a community means, and about the varied institutions that support communities locally and nationally.</p>
Key Stage 3	<p>H20. ways of recognising and reducing risk, minimising harm and strategies for getting help in emergency and risky situations</p> <p>H26. the law relating to the supply, use and misuse of legal and illegal substances...</p> <p>R33. laws relating to the carrying of offensive weapons...</p> <p>L12. about different work roles and career pathways</p>
Key Stage 4	<p>H14. about personal safety and protection...</p> <p>R12. how to access... sources of information, advice and support</p> <p>R29. the role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)</p> <p>L4. to recognise the shared responsibility to protect the community from violent extremism</p>

Summary

In this chapter we explored the following key points:

- There are a number of benefits to all stakeholders – children and young people, teachers and police – of involving police staff in the delivery of appropriate topic areas in PSHE education lessons.
- The importance of Procedural Justice Theory – how fairness and relationship-building are at the centre of this work.
- The value of using lessons as a delivery model for police input rather than assemblies and appropriate PSHE topics for police staff to support.



3.

EFFECTIVE PRACTICE: PRIOR CONSIDERATIONS

3.1 Why is collaboration between teachers and police staff essential?

To best use the expertise of the police, and to be sure that the learning from their visit is long-lasting and relevant, teachers and police have to plan the session together in an engaging and practical way. Teachers know how to structure learning to make sure it is meaningful and effective, and should take the lead on planning to make the session interactive. Police staff can add valuable knowledge and experiences beyond that of the teacher.

Teachers can also show police staff how their visit will build on prior learning and lead into what is covered in future lessons. Police staff need a clear understanding of what the pupils should be learning in the session, so they can adapt their contribution to meet the learning objectives set by the teacher.

One potential benefit of a visit from the police can be the improvement in young people's perceptions of the police and the criminal justice system. However, this cannot be the only aim of the session, so collaboration can help the teacher and the police decide together what pupils will learn during the visit. If this collaboration doesn't happen, it can result in the police delivering messages that have already been covered by the teacher, or that are too complex and beyond pupils' current level of understanding.

There are also principles of PSHE education teaching which are important to apply to ensure a safe learning space. It is therefore essential that the police and class teacher plan the session carefully together so that learning is high quality and the session is safe. A checklist at the end of this handbook will support teachers and the police in planning together successfully.

3.2 Context of the lesson in the scheme of work


One-off lessons have very little impact on young people's learning or behaviour. Therefore, it is necessary to embed any learning from visitors into a planned PSHE programme. For example, a scheme of work on drugs education might utilise the police to discuss stop and search and what happens if drugs are found. The police can also provide up to date information on the legal classifications and related consequences of different drugs. However, it is important to embed this learning within teaching about the personal and health consequences of using drugs, covered in previous or future lessons.

The scheme of work would encompass wider aspects, such as peer pressure and the risks which taking drugs can carry. This ensures that the police input is in a relevant context and encourages young people to take an active interest. This also ensures that questions not covered in the visitor's lesson can be addressed afterwards.

3.3 Tailoring to the needs of the class

There is no such thing as a one-size-fits-all lesson. A lesson planned for year 7 pupils (11-12 year olds) is very unlikely to also be suitable for year 11 pupils (15-16 year olds). Lessons also need to be adapted from one school to another or from one year to the next. Each class will have a different level of maturity and a different starting point in terms of their existing knowledge, understanding and skills. We can't make any assumptions about pupils' prior knowledge, understanding or experience in these issues purely based on their age or year group, in the way we can in other subjects. This means it is crucial to find out pupils' starting points to help plan and adapt learning to meet their needs.

Baseline activities such as mind-maps, attitude continuums (from strongly agree to strongly disagree) and 'draw and write' activities can help teachers to find out what young people already know and understand, their misconceptions, and what they still need to learn. Further details about how to effectively assess learning can be found in the PSHE Association's PSHE Planning Toolkits for [key stages 1 and 2](#) and [key stages 3 and 4](#) (www.pshe-association.org.uk/planningtoolkits).



"...the largest effects [of a drug education programme] were found when the programme was delivered in collaboration with teachers, rather than solely delivered by police staff."

Police in schools, Bradford and Yesberg, 2018



TOP TIPS: Meeting needs

- Find out what pupils already know by using a baseline assessment or from looking at previous assessment work.
- Given the short amount of time a visitor is in the classroom, shorter baseline activities such as quizzes, questioning, graffiti walls, continuum lines, mind-maps or responding to scenarios/videos/pictures are most appropriate.
- Before visiting the class, ask the teacher if there are pupils with specific learning needs and how they will be supported to join in during the lesson.
- Try to include optional activities for students who have different learning needs, for example a choice between brainstorming possible consequences or identifying possible consequences from pictures or words.
- Consider whether the activity could be revisited later to demonstrate progress.

It is vital to find out in advance if there are any pupils in the class who may be particularly at risk in relation to any of the topics covered and to make sure that teachers and visitors are aware that certain aspects may need to be addressed in a particularly sensitive manner. For example, if a relative of someone in the class is in prison, it is important that the police does not over stress the long term consequences of a prison sentence on future life chances as this may distress that young person.

Teachers are also very skilled at differentiation and adding support or challenge activities for those pupils that need it. Pupils with special educational needs or disabilities (SEND) may need extra help to access the learning, for example additional pictures, worksheets or simplified questions that gradually introduce a topic. Some pupils might need more challenging activities to keep them engaged and interested in the learning. It is very rare that teachers will have all pupils in the class receiving the same information and doing the same activity at all times. Some teachers even include a range of activity choices so that pupils can choose an activity that matches their learning needs for that lesson. It is therefore very important for the police staff and teacher to discuss together how the session might be differentiated to help all pupils to benefit from the learning.

“The police wanted to give an assembly on hate crime... there was no communication about what the session would be about or how it would be delivered. The police had no idea of the context of students’ previous work around this topic.”

PSHE lead

3.4 Awareness of school policies

Both staff and visitors should be aware of the school's policies on handling disclosures. The police visiting the class can lead to a range of personal information being shared. The advice in the next chapter on setting up a safe learning environment can help to minimise the risk of unintended disclosure and support young people to share information in a more appropriate way.

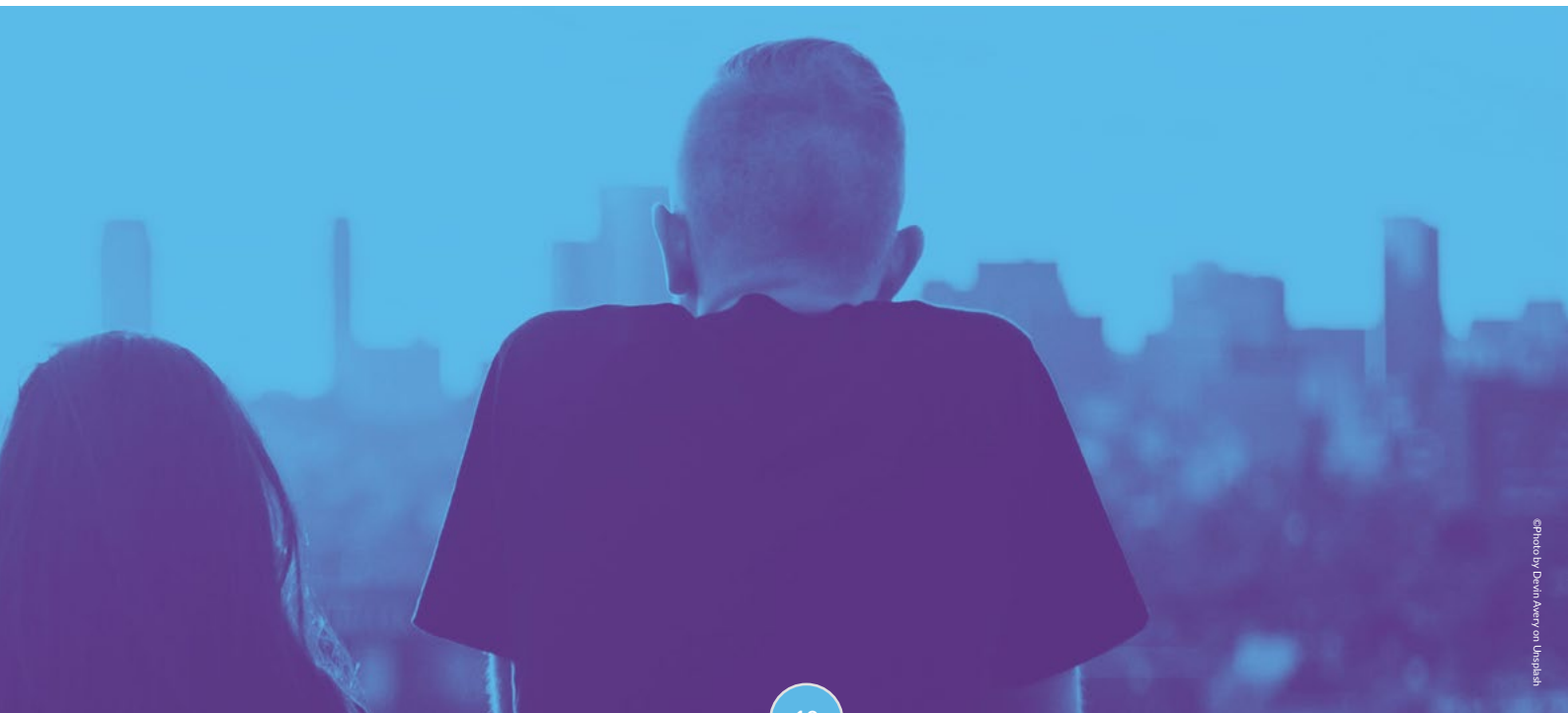
But there is still a possibility that information could be shared – including child protection issues, drug use, sharing of extremist viewpoints or gang involvement. All adults in the room should be clear about how such incidents will be managed.

Each school will have slightly different procedures so it is important to check the protocols in each new setting, and to ensure this understanding is kept up to date.

Summary

In this chapter we have explored the following key points:

- Collaboration is essential – teachers and police should both be clear on the learning objectives and how the lesson fits into the broader PSHE education programme.
- The police input should (with the teacher's support) be differentiated to meet the needs of all pupils.
- Both teacher and police staff should be familiar with the appropriate school policies, including the safeguarding and child protection protocols.





4.

EFFECTIVE PRACTICE: PLANNING SAFE, MEANINGFUL LEARNING

4.1 Aims of the session?

All lessons need to have clear learning objectives (stating what the pupils will learn about, or learn how to do) and learning outcomes (stating what the pupils will be able to do as a result of the lesson). Learning outcomes should be clear, concrete, and measurable, so that a teacher can check: “Was that lesson successful? Were the pupils able to do what we said they would be able to do at the end of the lesson?”

For example:

Learning objective	Learning outcomes
We are learning about the role of the police	By the end of the lesson, pupils will be able to: <ul style="list-style-type: none">• Describe the role of the police in our community• Explain some examples of daily jobs the police carries out• Describe or demonstrate how to seek help from the police

4.2 Developing knowledge, skills, attributes and attitudes

PSHE education is about more than delivering knowledge. Through PSHE, pupils are given the chance to learn, develop and practise skills they need now and in adult life. They are also encouraged to reflect on, challenge and even revise their values and attitudes.

The topics explored in PSHE relate directly to a child or young person’s real life, when they may find themselves in tricky situations, or ‘crunch moments’ where they have to make a very quick decision; for example, a child who is dared to run across the road by their friends, a teenager who is being pressured to send a naked photo of themselves, or a young person who is offered drugs at a party. They will need to recall learning from PSHE at that moment to help them make their decision.

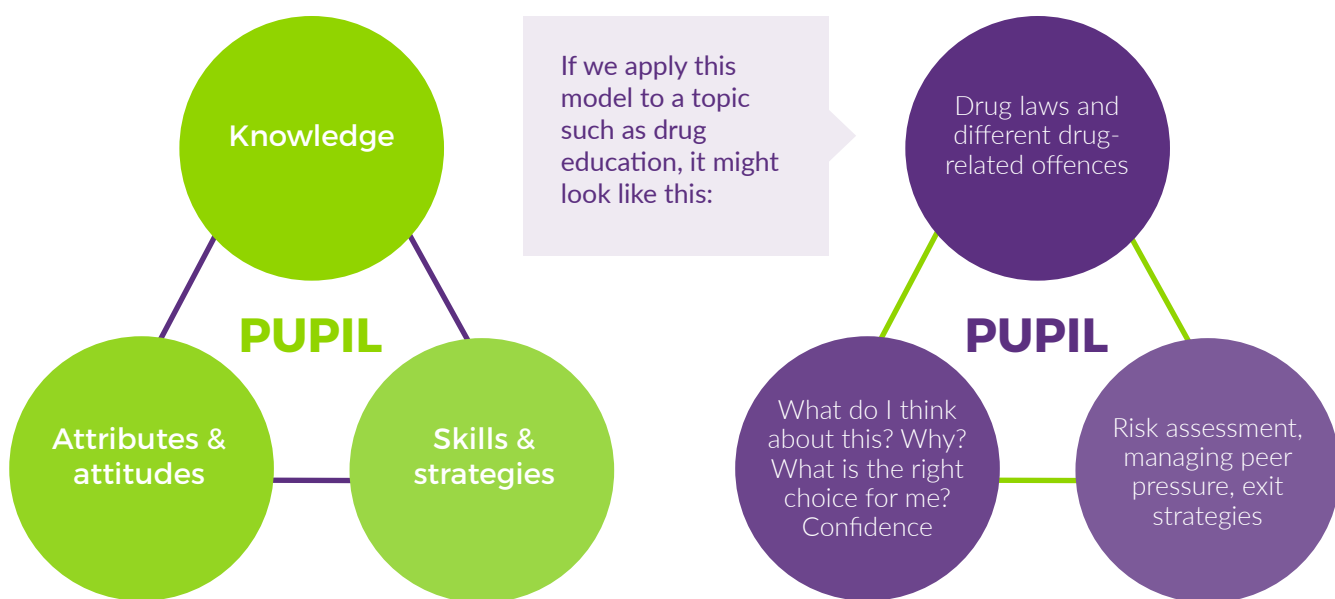
Of course they will require knowledge, perhaps of the health consequences and of the legality (or not) of these actions. However, they will require more than this knowledge in order to make a safe decision in the moment. They will need the skills to assess and manage risk, to negotiate with their peers, to resist pressure from others and to exit the situation (if they choose to) whilst also saving face. They will need a strong sense of their own moral compass to make the right decision for them and the confidence to stick to it.

“What the research seems to suggest is that incorporating effective learning methods and educational principles, such as skills development, problem-solving, and interactive learning, rather than simply providing young people information about drugs, is likely to have the greatest effects.”

Police in schools, Bradford and Yesberg, 2018

On its own, knowledge of drugs’ illegality and health risks won’t necessarily stop someone from trying them. In many cases, young people end up in a situation where they know what they are doing is ‘wrong’ but they do it anyway – lacking the essential skills or attributes to help them effectively manage this situation. We are doing our pupils a disservice if we do not help them to develop the skills, strategies, attributes and attitudes that allow them to use their knowledge effectively.

This gives us a simple model for effective learning in PSHE education, where the lesson provides activities that develop these three key pillars:



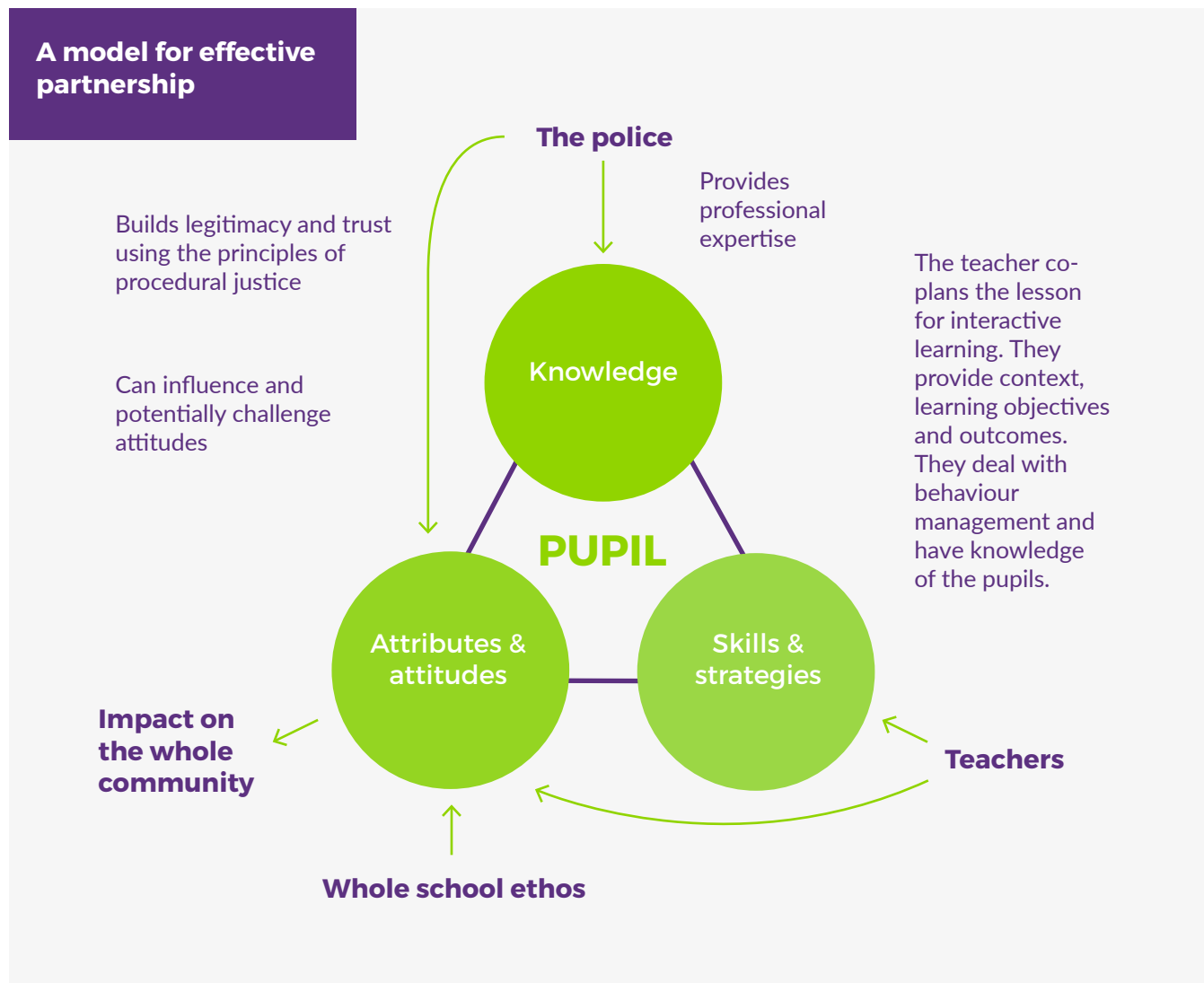
For many topic areas of PSHE education, an appropriately trained teacher can plan and deliver a lesson that provides accurate subject knowledge with activities that allow pupils to develop appropriate skills, strategies, attitudes and attributes. But the police can add expertise and a unique perspective on certain PSHE themes. In these instances, it is important to understand the specific role both teacher and the police have to play in developing this learning.

The police can provide knowledge based on their unique expertise and experiences. However, whilst delivering accurate information might be the prime reason for involving the police in the lesson, they are also contributing much more than this. They are role modelling the skills and attributes, such as fairness and trust, that help them to build relationships with children and young people. By forming these positive in-class

relationships with pupils, police staff also have the opportunity to influence or even challenge the attitudes young people might have about the police and the law.

In turn, the teacher is working alongside the police to manage the classroom environment and promote effective learning. This includes being responsible for managing behaviour and discipline during the police visit, in line with school policies. The teacher also needs to ensure that the session includes learning that develops pupils' skills, attributes and attitudes, and that they have an opportunity to build on this in subsequent lessons.

When all of these elements work in harmony, they are more likely to leave a lasting impression on pupils. This can have a wider influence on their communities too, through improved relations with the police and attitudes to the value of the law.





OUR SURVEY SAYS...

97% of teachers surveyed agreed or strongly agreed that the police can offer specialist knowledge in certain topic areas beyond that of the teaching team

4.3 Making lessons interactive

Pupils learn best when they are actively taking part in the learning. Active learning doesn't have to mean running around the classroom; it can also involve:

- question and answer sessions
- predicting what might happen next in a scenario
- responding to carefully chosen film clips and images
- creating storyboards or scripts
- problem solving
- offering advice about what someone should do
- designing awareness campaigns

Lessons that only rely on police staff talking are likely to lose pupils' attention — even when the topic of the lesson is interesting and relevant to young people's lives. Passive listening also provides no opportunity to develop the skills, strategies, attitudes and attributes discussed above. Equally, asking questions to the whole class can be useful up to a point, but police staff will probably notice (and teachers certainly will) that the same handful of pupils will be answering every question, while the majority of the class do not participate in the lesson at all.

“DARE's (Drug and Alcohol Resistance Education) lack of effectiveness is likely linked, in part, to the lack of effective learning methods, which tend to be more didactic than participative.”

Police in schools, Bradford and Yesberg, 2018

TOP TIPS: Making lessons interactive

- Teachers and the police should work together to plan the lesson, using the teacher's expertise of what activities work best to help pupils learn, and the officer's expertise about the law
- Teachers should tell pupils in advance about the police visit and the topic of the lesson — this gives pupils an opportunity to prepare questions before the visit.
- Make sure the lesson has opportunities for whole class, individual, paired and group work.
- Include a range of activities in every lesson that allow pupils to do some of the following: ask questions, learn facts, be creative, solve problems, offer advice, experience empathy, build confidence, make predictions, analyse consequences, and collaborate.
- Give pupils an opportunity to reflect on and apply the learning to their own lives at the end of the lesson (through private reflection where appropriate).



OUR SURVEY SAYS...

98% of police staff and **99%** of teachers surveyed agreed or strongly agreed that the police should adopt an engaging and interactive approach to the lesson

©Photo by Jake Ingle on Unsplash

“Whilst an authoritarian approach can be useful for validating the seriousness of some material being delivered it is also an ideal opportunity for the police to showcase their human side – to develop a broader understanding of the police role and to erode negative misconceptions with pupils who have little confidence in police attitudes to them and those they identify with.”

PSHE Lead, Slough

4.4 Importance of assessment and evaluation

It is just as important that learning is assessed and evaluated in PSHE as it is in other subjects. By assessment, we mean using activities to find out what pupils have learned and the progress they have made during the lesson. Evaluation, on the other hand, means finding out how pupils experienced the lesson and what could be improved next time.

Evaluation questions might include:

- Was the lesson interesting?
- When were pupils most engaged?
- What activities worked really well?
- What parts of the lesson might have worked better?

Evaluation can help police staff to reflect on and adapt their delivery next time, and it can help teachers to decide how and when they can best use police to support their curriculum in the future. Evaluation of visits should not focus solely on whether the session was enjoyable, but also on factors that influence learning. For example, were the activities too hard or too difficult? Was the content aimed at about the right age for the group? This will help teachers and police to know whether the format of the session was suitable and whether a future visit would be recommended.

Assessment is important for deciding whether learning objectives have been achieved, what needs to be taught next, and what needs to be revisited or corrected in future lessons. If pupils have not learned very much in the lesson, it will help the teacher think about whether this is the most appropriate way to achieve the same learning outcomes in the future. Various assessment strategies can be used gauge learning at the end of the lesson, though often revisiting a baseline activity is the most effective way to show both pupils and teachers the progress made.

Assessment activities that help pupils to demonstrate learning over a project or extended piece of work might include creating a group presentation, leaflet or news article about what they have just learned. This is most effective when pupils are given success criteria to help them know what information should be included.

Teachers and police visitors need to factor in assessment and evaluation when preparing any lesson, and to plan enough time for this to take place so it is meaningful and not rushed.



TOP TIPS: Assessing the learning

- Use a mind-map, quick quiz, graffiti wall or draw-and-write activity at the start of the lesson to capture pupils' current knowledge, beliefs or misconceptions. Repeat the same activity (with a different colour pen) at the end of the lesson, so pupils can change and add to their first answers.
- For longer input from police, pupils might be asked to create a piece of work demonstrating their learning, such as a report, presentation or creative task. Provide clear success criteria to help pupils know what they should include.
- Quicker assessment activities that help to assess learning include "3,2,1" – where pupils write down three things they have learnt, 2 skills they have developed and 1 question they would still like to know the answer to; or a "key messages relay" – where pupils work in teams to relay as many ideas as possible to a whiteboard or flipchart paper about what they have just learned.
- Try to include ways for pupils to assess their own confidence in the topic (self-assessment) or to assess the work of others in the class (peer assessment).



TOP TIPS: Evaluating the lesson

- Give pupils a quick "WWW – What Went Well?" and "EBI – Even Better If..." postcard in the final 5 minutes of the session to fill in anonymously.
- The teacher or police could create a short survey (either on paper or online) for pupils to fill in after the session. Results could be analysed and shared.
- Schools might choose to set up a pupil voice group who suggest ideas for sessions, meet with the police/teacher before and after the lesson and represent the views of the pupil community.

Summary

In this chapter we explored the following key points:

- The importance of clear learning objectives and outcomes which are agreed by both the teacher and the police.
- The importance of developing skills, strategies, attitudes and attributes in pupils as well as delivering knowledge.
- How to make lessons engaging and interactive.
- The importance of assessing pupils' progress throughout the lesson.
- The benefit of evaluation to developing future input.



**OUR
SURVEY
SAYS...**

93% of police staff and **97%** of teachers surveyed agreed or strongly agreed that sessions should be evaluated by pupils and that the police should receive feedback



5.

EFFECTIVE PRACTICE: DELIVERING THE SESSION

PSHE education has huge potential for positive impact, but at the same time it is one of the few subjects on the curriculum that has the potential to cause more harm than good.

This often comes down to how messages are delivered; lessons which tackle sensitive, controversial and personal issues must do so with great care in order to avoid emotional harm to pupils or negatively influencing their behaviour. The following guidance for delivering the session ensures the classroom environment and method of delivery are safe for all pupils involved.

5.1 Establishing a safe learning environment

PSHE teachers know how vital it is to set up a safe learning environment. This means that pupils in the classroom feel respected, safe and confident to take

part in the lesson and share their ideas. A safe learning environment can also help to stop pupils from making inappropriate personal disclosures in front of the class, or reacting emotionally to the lesson. It is necessary for police staff in the classroom to follow the same guidelines that a teacher would to set up a safe classroom environment when contributing to the lesson.

“I think that it is always useful to give children time to prepare and think about questions they have for the police to help dispel myths and misconceptions.”

PSHE lead, London



TOP TIPS: How can police staff agree ground rules with pupils?

- Ask pupils if they have agreed general ground rules for PSHE lessons (most classes already will have).
- Ask them to give examples of these rules and/or say why they are important.
- Include a slide on your own presentation outlining your ground rules for PSHE lessons; these should include:
 - We will be honest, but not share personal stories about ourselves or anyone we know
 - We have the right to pass in discussion, and we will not put anyone else on the spot
 - We can disagree with each other's opinions, but will not judge, or make fun of anyone, or put anyone down
 - We will not make assumptions about other people, their views or experiences
- When these rules have been agreed make sure you, and the pupils, stick to them.

“When people are asked to think about their own actions and decision-making, emotions like guilt and shame, and cognitive biases can get in the way of thinking clearly. This can be avoided when people are asked to think about a person who is like them but not them.”

Why is the 'how' important?
Hanson, 2019

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TOP TIPS: 'Distance' the learning

PSHE education is safer and most effective when the learning is relevant but pupils are not put on the spot or encouraged to tell personal stories. The activities in the lesson need to be distanced from pupils' choices or actions.

- Provide scenarios, cartoons, characters and stories to help pupils to engage with issues.
- Avoid using terms like “you and your friends”. Instead use “people of about your age”.
- Avoid saying “what would you do?”. Instead ask “what could/should this character/someone do?”.



TOP TIPS: Encourage questions

It is important for police staff to encourage pupils' questions, including making it possible for those who may not want to ask in front of the whole class to still have their questions answered.

The police should:



- Value pupils' questions. Use phrases like "That's a really interesting question..." "Thanks for asking that..."
- Give pupils thinking time to come up with questions or answers. Let them discuss in pairs before talking in front of the class.
- Ask for volunteers to ask or answer questions.
- Answer questions in a factual, honest and age-appropriate way.
- Create an anonymous question box or envelope that pupils can add questions to throughout the lesson and agree with the teacher how and when these questions will be answered.

The police should not:



- Pick on individual pupils to either ask or answer a question.
- React with sarcasm or anger to a question — even if they suspect it has been asked to challenge them.
- Ignore questions. There may be some questions that it is inappropriate to answer, but if this is the case, politely explain why (referring to the ground rules if necessary).
- Try to answer a question if they don't know the answer. It is better to be honest with pupils and buy time to check an answer rather than saying something inaccurate or misleading.

Some phrases that police staff might find useful when responding to tricky questions from pupils include:

- "That goes beyond the scope of this lesson but I'd be happy to chat to you about that after the lesson."
- "That question deserves a really good answer, let me give it some thought and come back to you later."
- "That's a really interesting question! No one's ever asked me that before, so I'm going to have to think about that for a while. Can you remind me if I haven't given you an answer before the end?"
- "We agreed not to put anyone on the spot, so it wouldn't be right for me to answer that question."

Phrases such as these help to value the question while still allowing time to think about an appropriate answer or to politely deflect an inappropriate question.

It is important to allow the pupils to ask questions and share their concerns — to fully participate and get the best from them. Police Officer, Thames Valley Police

5.2 Avoiding shock, fear or shame

People tend to think that if a child or young person is shocked or scared by what they are shown they will avoid the behaviour in the future. Furthermore, both young people and teachers (the majority of whom have received little or no training in teaching PSHE) will often say that they like 'hard-hitting' material and that it engages them more effectively. This is an understandable assumption, but in practice it is more likely that shocking images (when experienced in a safe setting — in this case a classroom) will become exciting, in a similar way to watching a horror film or riding a rollercoaster. This can undermine the desired learning.

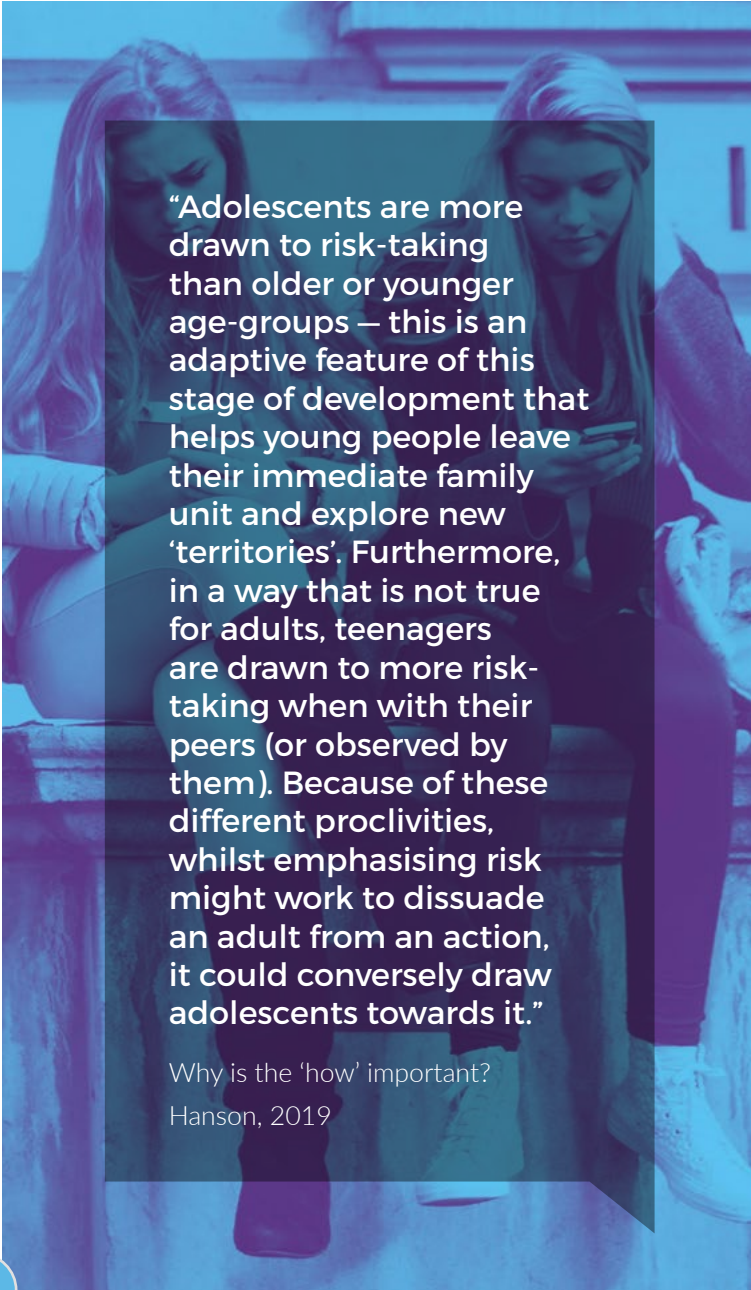
Similarly, pupils who are upset by a particularly sad (or harrowing) story, film or scenario are unlikely to be able to engage with new learning — it may make an emotional impact but is likely to inhibit the intended learning.

This approach can also present scenarios which are more likely to make young people think 'that won't ever happen to me' than the desired 'that could be me' response, because it is difficult for pupils to relate to extreme examples. Although they may find the story sad or shocking, they are less likely to believe that anything similar could ever happen to them. And statistically speaking, they are probably right. Many people talk to strangers online but do not end up being harmed. Many people binge drink without being hospitalised. Many people use drugs and are never arrested. As a result, young people may find worst case scenarios unrealistic and patronising, leading to them switching off from the lesson.

It is impossible — for the teacher and especially as a visitor — to know about all the experiences of the pupils in any classroom. Pupils in the room may have experienced, or currently be involved in, some of the behaviours being discussed (they may have been in a car accident, or experienced sexual abuse, or have witnessed a knife attack, for example).

Using shocking imagery, stories or videos can re-traumatise pupils who are already vulnerable. In a classroom, it is very difficult for pupils to disengage; they cannot simply stand up and walk out without inviting attention or further consequences. Teachers and police staff therefore need to make sure they are not putting vulnerable pupils in an impossibly difficult situation by aiming to induce shock, fear or shame.

Using extreme examples and images can actually delay young people from seeking help. Pupils may see or hear a story and be left with the impression that "my situation is nowhere near as bad as that" and so feel they are not yet deserving of help or support. This might be the case particularly when teaching pupils about relationship abuse, drug use or gang crime.



“Adolescents are more drawn to risk-taking than older or younger age-groups — this is an adaptive feature of this stage of development that helps young people leave their immediate family unit and explore new ‘territories’. Furthermore, in a way that is not true for adults, teenagers are drawn to more risk-taking when with their peers (or observed by them). Because of these different proclivities, whilst emphasising risk might work to dissuade an adult from an action, it could conversely draw adolescents towards it.”

Why is the 'how' important?
Hanson, 2019



OUR SURVEY SAYS...

It is concerning that **16%** of teachers and **22%** of police staff believe that “The best way to tell if a session has been effective is by how emotional the pupils are at the end”

Shocking or scaring a young person into doing the right thing (or avoiding the wrong thing) does not make the most of more fundamental and long-lasting motivators. As discussed in the research and theory analysis (Why is the ‘how’ important? Hanson, 2019), ‘Evidence generally appears to support the assertion from self-determination theory that people are more likely to maintain or shift towards positive behaviour over the long-term when this aligns with their intrinsic motivation and internal sense of this being right for them, versus because of various pressures put on them. Instead of appealing to fear, PSHE lessons can help young people become more aware of their values, goals and positive identities so they can act in line with them.’

Linked to this, scare-based approaches often trap young people into choosing between two feared scenarios – e.g. ‘do I carry a knife because I’m scared of being attacked, or do I not carry one because I’m scared of prison?’ – instead, it is more helpful and ethical to help young people bring into view wider and deeper understandings and motivators, such as helping them to explore and clarify their values.

Finally, teachers and others working with pupils have a duty of care towards the children and young people in their lessons. They have been entrusted with this by their pupils’ parents. Are our duties of care and wider ethical responsibilities being met if children are frightened in lessons?

“[The session was] slightly scary, I felt more worried than relieved after it”

Year 12 pupil



TOP TIPS: Avoiding shock, fear and shame

- The evidence shows that shock and scare tactics just don’t work.
- Both police staff and teachers should check resources for images or scenes that might be shocking, harrowing or scary for the age group – remember that pupils will have a much lower threshold for what might worry them.
- Remember the session is about teaching pupils, not entertaining them. Just because pupils might watch scary films in their own time, this does not mean using similar films in PSHE classes will promote learning.
- Both police staff and teachers should make sure they include a range of examples, case studies and consequences, most of which do not focus on the most dramatic or extreme outcomes.
- Focus on making resources relatable so that pupils think “that could be me” rather than “that would never happen to me”.
- Think about how positive choices and actions might be promoted rather than negative behaviours warned against.

“It was always like ‘if you drive a car, you’re gonna die; you have sex, you’re gonna die’. I was like ‘Okay, so you’re not gonna give us any light on the subject, you’re just gonna tell us that basically... thanks.’”

Anthony, 19, quoted in *Digital Romance*, McGeeney & Hanson, 2017

ePhoto by Matthew Gerrard on Unsplash

5.3 Avoiding inspiring or instructing pupils in risky behaviours

PSHE lessons must be carefully planned to ensure pupils are made aware of the consequences of risky behaviours, without unintentionally inspiring or instructing pupils to pursue such behaviour themselves.

Some resources can unintentionally glamorise behaviour that the lesson was intended to warn against. For example, showing pupils a range of knives and guns seized from gang members can make the lifestyle seem appealing or glamorous to some vulnerable pupils, as can focusing on the money gang members might offer young people to recruit them.

Giving too many specific details about how a crime was committed can also instruct young people who may be tempted to commit a similar crime themselves. For example, when talking about cybercrime with pupils, the police should avoid explaining how to access the dark web or how seemingly ‘easy’ it might be to set up a DDoS attack against a school’s data system — in case this unintentionally provides a would-be hacker with all the information they need to carry out a cyber-attack on their school. The same principle would apply to giving specific details of how people carry out a dangerous game, dare or challenge that’s gaining momentum in the local area or on social media.

“The police do not always deliver in the appropriate way; often there can be “scare tactics” used.”

PSHE lead, London

Similarly, details of how young people have hidden their activities from their families (which could range from drug use, to truancy, shop lifting, carrying knives or involvement in online bullying) can inadvertently give ‘reassurance’ that others are doing these things and provide details of how they’re ‘getting away with it’.

Lessons that focus on aspects of crime and negative behaviours may also unintentionally give the impression to pupils that ‘all young people are doing this’, or that crime is commonplace. This can make pupils feel unsafe in their own area, or pressured into participating in negative behaviours to ‘fit in’. It is important to balance messages about crime or inappropriate behaviour with reminders that most people (including children and young people) do not witness or participate in crime most of the time. Statistics can be used to point out the rarity of crimes or other ‘positive social norms’.

TOP TIPS: Avoiding instructional or inspirational details of risky behaviours



- Both teachers and police staff should check for stories that include too much detail or might be considered inspirational to vulnerable pupils. Think about how the stories could be edited to remove these elements.
- Any stories that include details about how a young person carried out a crime or hid criminal activity from others should be avoided – in order not to instruct pupils in the class how to do the same.
- Avoid suggesting that crime is a regular risk factor. Remind pupils how small a number of young people actually share a peer's nude image, or join a gang, or get hit by cars, etc.

5.4 Positive social norms

Social norms are people's perceptions of what is normal and/or acceptable within their culture or society. Sometimes people act in ways harmful to themselves or others because they are seeking to comply with social norms – this might be because they fear being ostracized from their social group if they don't, or because they assume they should do what they perceive to be 'normal'.

Interventions that promote positive social norms can be effective at reducing some risks. For example, some people might drink heavily due to being influenced by their perception that lots of others in their social group also do this and want them to join in. Discovering that in fact most people don't drink heavily or approve of doing so (by messages such as '64% of 11-15 year olds have never drunk alcohol'¹) can reduce problem drinking

both in those who were only doing it to fit in, as well as in those who might have other motivators but don't want to stand out from the crowd.

Social norm theory also highlights the potential pitfalls in 'raising awareness' of the high number of people who in fact do act in line with a harmful norm. For example, highlighting that '1 in 3 women globally are abused by their partner' may inadvertently convey to some that this practice is quite normal and therefore not so problematic.

¹Association for Young People's Health, Key Data on Young People 2017

5.5 Using personal stories safely

An advantage of using police staff in the classroom is that they can offer expertise and personal experiences that a teacher cannot. For this reason, personal stories can be an effective way to help pupils engage with the learning and recognise the implications of certain behaviours.

However, personal stories can also be detrimental. As a member of the police, during your work you will have experienced a wide range of situations which may have been exciting, shocking or distressing. It is natural to want to share these with others, but it is always important to ask yourself: is this helping pupils to meet the learning outcomes of the lesson?

As we have already discussed, highly emotional stories which involve gory details or which focus only on extreme examples are likely to lose their educational impact. Whilst it is important to be honest, examples should be age-appropriate with safe, effective practice in mind, including not inducing shock or fear. Teachers and police staff should agree on what level of detail is appropriate for the class before delivering the session. Whilst pupils may appear to be entertained and engaged, this does not necessarily mean they are learning. Personal stories from police staff may also inadvertently encourage pupils to share personal stories of their own, therefore violating the agreed ground rules which keep learning safe and distanced.

Example of a story to tell

When officers are out on the streets, one of the less enjoyable things we have to do is stop and search young people if we have been informed there is someone in the area carrying a weapon. This is always a bit scary as you're never sure how a group of teenagers might react. When we stop and search someone, they have a right to see our badge and we have to tell them our name and police station. We also have to say what we're searching them for. Everyone is also entitled to get a record of the S&S. We can ask someone to remove their outer clothing, like a jacket or gloves.

But if we want to ask the person to take off anything else (like a jumper or religious clothing) we have to take them out of public view and must be the same gender as the person being searched.

I've done lots of stop and searches and usually teenagers are really good about it. But when they're shuffling or refusing to take their hands out of their pockets, that's when we get nervous they might really have a weapon.


- This story helps to humanise the officer by demonstrating how they are feeling in a situation as well as the young people.
- The story highlights the rights young people have, which helps to build legitimacy and trust with the officer.
- The story focuses on positives (e.g. that most young people are usually compliant).
- It gives advice about how to behave (or not) to help make the experience a positive one.

Example of a story not to tell

Anyone see that story in the newspapers a couple of months back? A local lad who died in a park just round the corner from here. He was only 13 years old. I was one of the first officers to respond to that scene. He was hanging around with the wrong crowd and got attacked by rival gang members just walking home from school one day.

He'd been stabbed 13 times with a 6-inch blade. There was blood everywhere. I had to go and tell his mum what had happened. She broke down into tears on the doorstep. Imagine if that was your mum? Just one stupid mistake and that's it, your life could be over just like that. It was the worst thing I've ever had to do in my 20 years' experience in the police.

- This story is emotionally charged and distressing.
- It is possible that members of the class may have known the person involved or their family, and will still be grieving.
- The story includes gory details which are likely to be traumatising, or at least distracting from the desired learning.
- Given the geographically close location of the story, it is likely to make all members of the class anxious about their safety (particularly if they are aware of the park).
- There are elements of victim blaming and attempts to induce guilt.



“Police staff were truthful and received my trust because of this. They gave examples of various situations which helped me understand the limitations of the law.”

Year 12 pupil

TOP TIPS: : Using personal stories



Before sharing stories with the class...

- Police staff should share any stories they are thinking about using with the teacher before the session to help gauge appropriateness.
- If in doubt — leave it out. If there is uncertainty about the suitability of a story take a precautionary approach and do not include it.
- Where possible, avoid phrases such as “I, my” and instead say “An officer once...”.
- Police staff should ask themselves:
 - Is the story relevant to the topic and the lesson aims?
 - Might it upset anyone in the room (especially if something similar happened to them)?
 - Might it give other young people ideas about how to carry out crime, or inspire them to carry out the behaviour you are trying to prevent?
 - Does it represent the police in a positive light?
 - Does it represent young people in a positive light?

5.6 Signposting support

Any session, on any topic, in PSHE education might raise questions or concerns for pupils that they want to explore further. PSHE teachers therefore, are skilled at making sure children and young people know where to go and what to say, to seek help beyond the lesson. This often includes signposting sources of support such as whom to talk to in school (their tutor, head of year or designated safeguarding lead) as well as any local charities or phone lines and websites that pupils can access (for example, how to contact Childline).

When lessons are focused on teaching about crime and the law, it is also important for police staff to talk to pupils about the different ways that they can report a crime (especially highlighting anonymous ways to report crime) and where victims can seek support and advice. This might include talking to pupils about the difference between dialling 999 (emergency) and 101 (non-emergency), and other ways to interact with the police, for example through social media and reporting online.

It is best practice to also tell pupils what might happen next if they report a crime or have been a victim of crime, and to do so in a reassuring but honest way. Pupils are likely to have concerns about what might happen to them or their friends if they report something, so talking them through the process may help to remove barriers to young people accessing help. If appropriate for older pupils, this may also provide an opportunity to challenge myths about being “a snitch” or “grass”.

5.7 Thinking about classroom presence

A police presence in the classroom makes a significant difference to how pupils will experience the learning, and can also have an impact on how they view the police and even the law in the future. Presence can mean everything – from the uniform and how they stand – to their facial expressions or tone of voice when responding to pupils. It also means the more obvious approaches on how the choice is made to lead and run the session.

For many young people, meeting the police in the PSHE classroom will be the first encounter they have with police or the law. It may be the only time they come face to face with the police before reaching adulthood. Likewise, police encounters with young people may sometimes be difficult in the course of their everyday work, but meeting pupils in the context of a classroom environment provides an opportunity for positive interactions and engagement.

Something for police staff to be aware of when working with young people is that they may be carrying an unconscious bias – as we all do – in their approaches. Because police contact with young people is often disproportionately with those who offend, they may be prone to perceive young people generally as more inclined to offend than they actually are. Whilst this is understandable, awareness of this bias is important when thinking about whole classrooms full of children and young people, to whom the police are promoting safety and health messages.

“Such interactions present ‘teachable moments’ wherein people learn from the police officer – an authority figure representing the state, ‘community’ and a certain sense of belonging – about the nature of society and their role and position within it. There is thus an imperative to get such encounters ‘right’, not least because positive encounters motivate positive relations with police.”

Police in schools, Bradford and Yesberg, 2018

In many cases, pupils will be forming important judgements about the fairness of the police based on classroom encounters alone. These judgements can, in turn, have a significant impact on the way they think about the fairness of the whole legal system and even on their compliance with the law in the future. It is crucial that police staff in the classroom clearly demonstrates that they are fair, open, honest and trustworthy. These qualities are conveyed through what they say, how they act, and their general style and tone.



**OUR
SURVEY
SAYS...**

81% of police staff and **71%** of teachers disagreed or strongly disagreed that an authoritative lecture style presentation was the best approach

“I feel like, sometimes, officers have come into school and preached to the kids. They tend to focus on what big trouble a person might get into, rather than explaining why the behaviour is antisocial or what the effects on the victims are.”

PSHE Lead, Stoke on Trent

TOP TIPS: Presence in the classroom



It is important for pupils to see that police staff are interested in young people and their welfare, enjoy their job and are fair and respectful in their responses.

Police staff should:



- Refer to the PSHE teacher to manage pupils' behaviour in a way they see fit and that matches school policies.
- Wear their uniform — this is an important aspect of representing the law and pupils should learn to engage with uniformed officers.
- Relax, smile, show enthusiasm for their job and the topic they are talking about.
- Listen and engage with pupils' ideas.
- Be honest and open (in an age-appropriate manner) and admit if they don't know the answer.
- Be aware of potential unconscious biases about young people and how this may influence the way they respond to young people in the classroom.

Police staff should not:



- Make up their own behaviour system or openly challenge pupil behaviour in front of others*.
- Pick on, threaten or try to embarrass pupils who are misbehaving.
- Exaggerate or embellish stories; pupils can often tell and will quickly lose trust in what they have to say.
- Lecture pupils without giving them the opportunity to participate. Just listening is a less effective way for pupils to learn and retain information and is likely to make them feel disengaged.

*See the Responding to challenges section for more advice on managing challenging pupils' behaviour

“When we last invited the police to visit the school... they did not come in full uniform and talked very informally to the children about issues of personal safety... One child's feedback from the day was: ‘Could the real police not make it?’”

PSHE teacher, Suffolk

Summary

In this chapter we explored the following key points:

- The importance of establishing a safe learning environment by negotiating ground rules with pupils, distancing activities and handling questions safely.
- The weight of research demonstrating that it is ineffective to try to induce shock, fear or shame in PSHE education.
- The importance of avoiding any material that might be instructional or inspirational to vulnerable pupils.
- How to select and use police staff' personal stories safely.
- The importance of signposting support and how to so do effectively.
- How the police presence in the classroom can affect the way that messages are perceived by pupils.



6.

RESPONDING TO CHALLENGES

Establishing consistent and effective relationships between organisations that are already under time and budget constraints is always likely to present challenges. The possibility for challenge only increases when adding children and young people into the mix.

Whilst best practice does take time, if we're going to work together at all, then we have a duty to ensure that we do it properly. Quick fix solutions may seem appealing at first but do not necessarily have the intended impact in the long run. We hope that the tips in this handbook provide ideas about ways to make the relationship between schools and police forces as effective as it can be.

6.1 Managing disclosures and safeguarding

Despite using distancing techniques and ground rules, pupils may still make disclosures about their personal lives and experiences during a lesson. This possibility is increased by the presence of the police because pupils are likely to see an officer as a suitable figure to disclose concerns to, especially if their trust in the police is high. This may also occur at the end of the lesson, if the content has prompted pupils to remember something or raise concerns about prior experiences of either witnessing, participating in or knowing about a crime. Police therefore need to ensure they are clear on how to manage pupil disclosures should they occur, and the appropriate methods of recording and following up concerns, in line with school and force protocols.

TOP TIPS: : Managing disclosures



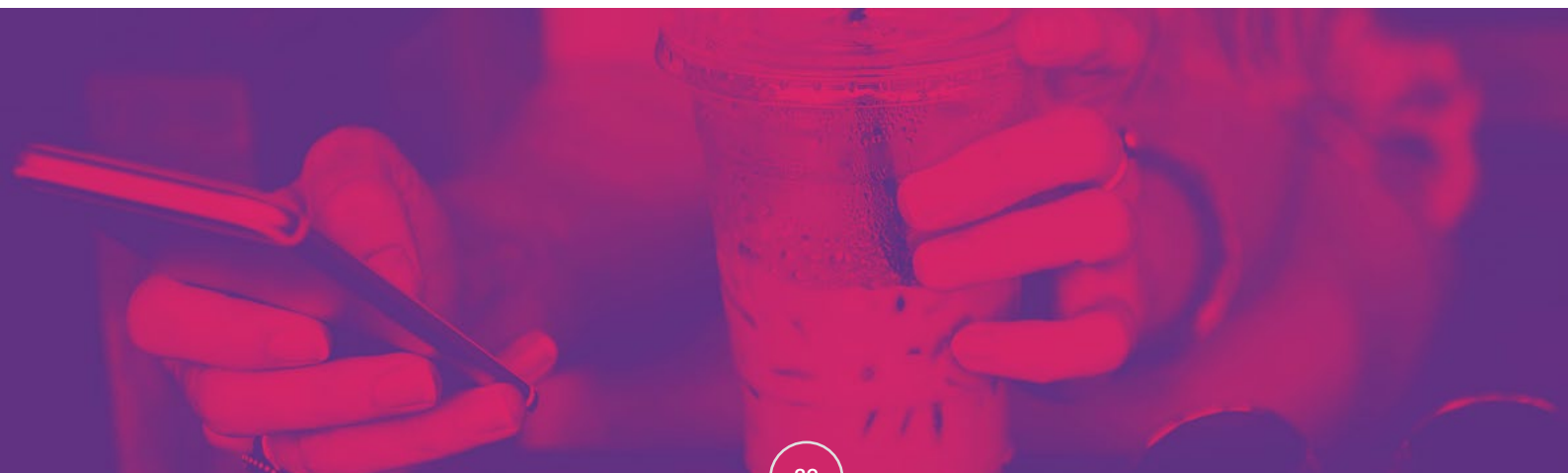
- Be clear with pupils during all lessons about your legal duties to follow up reports of crime, including explaining what might happen to anyone who has been involved in a crime.
- Make all pupils aware of how they can seek help after the lesson, e.g. different ways to contact their local police station or report a crime.
- The teacher and police staff should agree beforehand who will respond to potential disclosures, and how (in line with school and force protocols).
- The police staff should be informed about basic principles of the school's safeguarding policy, and, if possible, be introduced to the school's designated safeguarding lead before the lesson.
- It may be necessary to allow specific time and a private space after the session to speak to any pupils who would like to discuss concerns.
- If a disclosure suggests a crime may have been committed by a young person, consider whether this can be managed by the school and which may require further criminal proceedings.

6.2 Managing challenging pupil behaviour

The majority of pupils want to learn and will appreciate the unique experience of being able to interact with the police in a classroom environment. However, in a small minority of cases – and for a wide variety of reasons – it is possible that some pupils will present challenging behaviour which is disruptive.

It is useful to check the school behaviour policy with teachers in advance, and to discuss common techniques used for responding to low level disruption in the classroom. For example, many schools will use a consistent technique for attracting the class's attention in between activities and to signal when they want quiet. This might include silently raising a hand at the front of the classroom and waiting for all pupils to mirror this action before they stop talking. Some teachers clap their hands or count down "3, 2, 1" before expecting the class to stop talking and pay attention.

If the police can use these same techniques it helps maintain consistency for pupils and means they are more likely to be ready to listen. Equally, schools will have systems to manage behaviour that is consistently disruptive, such as giving a number of warnings before the pupil is removed from the classroom or given a detention.





TOP TIPS: Managing challenging pupil behaviour

It is important that pupil behaviour during a visit from the police is managed in the same way as it would be in any other PSHE lesson. This ensures consistency and promotes the idea that the police are fair and respectful in their dealings with young people.

Things to consider:



- Teachers should inform pupils in advance of the session that the police will be visiting and remind them of expectations for behaviour when a visitor is joining the classroom.
- Wherever possible, the PSHE teacher should continue to take control of managing pupils' behaviour during the lesson, drawing on school policies.
- Both police and teachers should remember to consistently give praise throughout the lesson for good behaviour and enthusiastic participation from pupils.
- Refer to the class's agreed ground rules throughout.
- When challenging behaviour, comment on the behaviour rather than the individual and refer back to the ground rules, e.g. "We agreed not to talk when other people are sharing ideas because it makes it difficult for us to hear" rather than "You are really rude to talk over someone else".
- If a particular pupil is behaving inappropriately, take them aside and try to have a one-to-one conversation with them about their behaviour.

Things to avoid:



- Police staff should avoid taking the lead on managing behaviour (unless otherwise discussed with the teacher) and should avoid applying their own behaviour system.
- Police staff should also avoid publicly challenging pupils' behaviour in front of others.
- Avoid any attempts to pick on, threaten or embarrass pupils who are misbehaving – this is likely to make pupils defensive and increase their poor behaviour
- Avoid making assumptions about why the pupil is misbehaving.

6.3 Changes to staff

Partnership work is most effective when there is consistency amongst both school and police staff who can build an ongoing working relationship. This allows both sides to more clearly outline expectations of the session, respond to evaluation feedback to continue improving their delivery and ensure consistency for all pupils.

In our survey, some teachers highlighted the challenge of sudden, last minute change to police staff who have already been booked in, due to other demands on the force's time. Equally, if a PSHE lead changes in a school (which can happen quite regularly) this can lead to the loss of a strong relationship between the school and local police. These challenges can be particularly hard to overcome due to funding and time constraints, however there are some tips which could help to promote consistency.



TOP TIPS: Changes to staff

- Create a 'working together' document that is shared with all teachers and police staff involved in delivery; this could be part of a school's Visitors Policy which outlines key principles to working together effectively. This will help everyone to understand each other when starting new work together, and can be passed on to colleagues who take over new roles.
- Organise to meet before the session is delivered (ideally in the week before the session, or at the very least 30 minutes before) to go over key points of delivery – this is especially important if a different police staff member is being used.
- It is good practice for teachers to always display ground rules in their classroom, and police staff should be introduced to these before the session.
- Use the checklists provided at the end of this handbook to ensure key principles have been met.

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Summary

In this chapter we explored the following points:

- How to manage disclosures from pupils or any safeguarding concerns that may result from the session.
- How to manage challenging pupil behaviour and the role of the teacher and police staff in responding to it.
- Suggestions for how to overcome changes to staff in both school and police forces.



7.

CONCLUSION

In this handbook we have explored the significant value that police staff can add to the PSHE curriculum. We know that there are current examples of good practice in schools – where police staff and teachers have built consistent, effective relationships and all parties are clear on their roles.

We also know that many police staff and teachers aspire to work together effectively to support the PSHE education curriculum but face challenges.

Until now, most teachers and police staff have received little or no training in how to ensure PSHE lessons involving police staff are both effective and safe. This handbook offers guidance for both teachers and police staff, which we hope proves useful as they continue to develop their working relationships. This should ensure that the real benefits of working together are realised for children and young people in all schools.

“We have an excellent, strong working relationship with our police colleagues which ensures the aims and objectives of both parties are met”

PSHE teacher, Cheshire

“The local police have been fabulous in responding to the needs of our school community”

PSHE lead, Lancashire

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Further support

We are grateful to all the schools and police forces who contributed to our research and the development of this handbook.

For further support and guidance, please contact our support service or visit our online hub:

policing@pshe-association.org.uk

www.pshe-association.org.uk/policing

Checklist for teachers

Before the police comes into your PSHE lesson, have you considered...

Is inviting the police into the PSHE education lesson the most effective way to achieve the learning objective and outcomes?	<input type="radio"/>
Have you shared the aims (learning objectives and outcomes) of the lesson with the police?	<input type="radio"/>
Have you given the police any background information about the class (for example the year group, any special education needs)?	<input type="radio"/>
Have you shared with the police what pupils have already learned and will be learning next?	<input type="radio"/>
Have you shared relevant school policies, including on safeguarding, child protection and visitors?	<input type="radio"/>
Have you seen the police presentation and resources before the session?	<input type="radio"/>
Are you happy that the content they plan to deliver is in line with the best practice principles outlined in chapters 4 and 5 of this handbook?	<input type="radio"/>
Have you had an opportunity to plan collaboratively or feed back on the presentation before it is delivered?	<input type="radio"/>
Have you thought about how to support pupils with SEND to access the session?	<input type="radio"/>
Have you agreed with the police who will manage any behaviour issues that arise during the session?	<input type="radio"/>
Have you informed the police of any aspects of the school's behaviour system (for example, techniques to get the whole class's attention or how to manage low level disruption)?	<input type="radio"/>
Do you know what will happen next if a pupil makes a concerning disclosure (during or after session)?	<input type="radio"/>
How will you know what pupils have learned at the end of the session?	<input type="radio"/>
Are there any opportunities for pupils to feedback or evaluate the session?	<input type="radio"/>
Are there any opportunities for you (and other teachers on your team) to feedback about the session?	<input type="radio"/>
How will you signpost further support for pupils who have concerns or questions?	<input type="radio"/>

Checklist for staff

Before going into a PSHE classroom, have you considered...

Do you know the aims (learning objectives and outcomes) of the lesson?	<input type="radio"/>
Do you know what year group the pupils are in and if there are any specific needs in the class?	<input type="radio"/>
Do you know what pupils have already learned and will be learning next?	<input type="radio"/>
Have you read or do you know where to find relevant school policies, including on safeguarding, child protection and visitors?	<input type="radio"/>
Have you shared your presentation and resources with the teacher before the session?	<input type="radio"/>
Are you happy that your approach and the content you plan to deliver is in line with the best practice principles outlined in chapters 4 and 5 of this handbook?	<input type="radio"/>
Have you got an activity which will help you find out what pupils already know at the start of the session?	<input type="radio"/>
Have you included some interactive activities to help all pupils participate in the lesson?	<input type="radio"/>
Have you ensured the session doesn't aim to scare, worry or upset pupils?	<input type="radio"/>
Have you ensured the session doesn't include anything that vulnerable pupils might find inspirational or instructional in relation to risky behaviour or committing crime?	<input type="radio"/>
Are you confident about the content you are talking about?	<input type="radio"/>
Are facts up to date and relevant?	<input type="radio"/>
Have you agreed with the teacher who will manage any behaviour issues that arise?	<input type="radio"/>
Do you know the basic principles of the school's behaviour system?	<input type="radio"/>
Do you know what to do if a pupil makes a concerning disclosure?	<input type="radio"/>
Have you included an activity to check what pupils have learned at the end of the session?	<input type="radio"/>
Have you included an activity to evaluate the session?	<input type="radio"/>
Have you planned to signpost further support for pupils who have concerns or questions?	<input type="radio"/>
Are you wearing your uniform?	<input type="radio"/>
Are you relaxed, smiling and feeling positive about the session?	<input type="radio"/>

Teachers, police and PSHE education:

1

Collaboration is key:

plan the lesson aims and activities together and be clear about the roles of teacher and the police.

2

Avoid one-offs:

short and impersonal assemblies will not achieve the learning aims that can be developed in lessons.

5

Safeguard:

both teacher and police staff should know school safeguarding protocols and signpost pupils to support.

6

Create a safe learning environment

ensure ground rules are negotiated with pupils, activities are distanced and questions are handled safely.

9

Don't provide a 'how to' manual or inspire risky behaviour:

never glamorise risky/criminal activity or explain how crimes are committed.

10

Use personal stories with caution:

some stories will be engaging for pupils, but many will not be appropriate to share.

Key Principles for effective partnership

3

No 'one size fits all':

adapt lessons to meet the needs of different schools, year groups and pupils.

4

Information is not enough:

help pupils develop skills, strategies, attributes and attitudes as well as knowledge.

7

Be approachable and fair:

the police staff's manner can build young people's trust in police and the law – make sure pupils feel valued, respected and are treated fairly.

8

Don't set out to shock, shame or scare:

shock tactics don't work – and can do more harm than good – never try to make pupils feel afraid or ashamed about behaviours.

11

Assess learning:

build in activities that demonstrate or assess what pupils have learned.

12

Evaluate the session:

use feedback from pupils, teacher and the police to inform future planning.

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