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**Report to Education, Sport and Leisure Committee**

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**Date: 22 November 2012**

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**Subject: Campus-based Police Officers**

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**Report by: Head of Education**

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**1.0 Purpose**

- 1.1. The purpose of this report is to inform members of the Education, Sport and Leisure Committee of the campus-based police officers initiative and the opportunity for Clackmannanshire to become involved by enabling campus-based police officers to work in secondary schools.

**2.0 Recommendations**

- 2.1. It is recommended that committee:
- a) approves the principle of introducing campus-based officers; and
  - b) agrees to consult on Campus-based Police Officers with schools and parents
  - c) reviews any implementation of the initiative in Clackmannanshire Secondary Schools.

**3.0 Considerations**

- 3.1. Community Planning in Clackmannanshire has developed strong multi-agency working between the Council and a wide range of partners in the public and voluntary sectors. Central Scotland Police are key players in these arrangements, especially in relation to developing and supporting strategies to deal with anti-social behaviour and supporting the integration of services to children and families. It is within the context of partnership working that the initiative of campus-based officers should be viewed. Campus-based police officers is a national initiative and has been successfully implemented in a number of areas across Scotland. Central Scotland Police have campus-based police officers based in schools in Falkirk. Following on from the success in Falkirk, Central Scotland Police would like to extend campus-based police officers to other areas across Forth Valley. A report on campus-based officers by the Chief Constable in Falkirk schools is attached.
- 3.2. The objectives of the initiative are to:

- build upon the existing relationship between Central Scotland Police, and local communities, with particular emphasis on improving relationships between the police and pupils in associated schools in the community;
- reduce fear of crime amongst pupils, teachers and other members of the school community through the building of relationships and effective partnership and communication;
- assist in the development of and support of in-school restorative practices, focusing on working together to find solutions to problems.
- assist in reducing anti-social behaviour and youth crime by young people in the local community;
- reduce victimisation of the young people in the community and;
- reduce crime, bullying and truancy.

### 3.3. The role of the campus-based officer is to:

- assist in educating members of the community about the consequences of actions and the potential for positive citizenship;
- participate in multi-agency initiatives to improve the learning environment;
- assist in reducing anti-social behaviour and youth crime, including offending by and victimisation of young people within the school and local community;
- assist in promoting a positive image of Central Scotland Police with young people through establishment of positive partnerships.

### 3.4. The role of the campus-based officers in school has included:

- Group work targeted at children presenting challenging behaviour and children at risk was considered particularly important. The activity in itself whilst important was secondary to the opportunity it provided for children to receive focussed attention and interest.
- Information sharing with educational staff and other agency workers (for example, social workers, restorative practice workers) was also viewed as an integral part of the campus-based officer's role.
- A less common but still valuable role for campus-based officers was to provide advice to parents. Although this occurred in only a few case study schools, educational staff working in these schools felt that having an officer on site meant that parents who wanted to talk to the police, but who were reluctant to go to a police station, could go to the school instead. This was thought to be of particular value in areas where the community may be reluctant to visit a police station.
- Campus-based officers were not involved in incidents of discipline unless it involved potentially criminal behaviour.
- Campus-based officers were involved in organising or delivering lessons or sessions with pupils. This activity was well received by staff and pupils and was seen as adding authority and credibility to some issues.

3.5. The anticipated outcomes for the initiative are:

- a reduction in the number of exclusions from school;
- a reduction in the level of anti-social behaviour in schools and the community;
- an improved ethos within schools and local community;
- a reduction in bullying within school and the community;
- an increase in the successful use of restorative processes and;
- better joined up, inter-agency early intervention.

3.6. A Scottish Government Education and Lifelong Learning report in 2010 identified the following impact and effectiveness of campus-based officers:

- Overwhelmingly the message from those participating in the research was positive. The role that campus-based officers played in school was valued by educational staff, pupils and stakeholders alike.
- Most educational staff and campus-based officers felt that having a police officer regularly interacting with the pupils had improved relationships between the police and pupils.
- The improved information sharing between the police and school (primarily information held by the police) was deemed by police and educational staff to be one of the main benefits of the role. They felt it improved the welfare of pupils at the school, meant the school was better equipped to provide pupils with support and helped prevent offending behaviour.
- Educational staff and campus-based officers held a common view that the presence of a campus-based officer could help to reduce serious indiscipline, physical violence, gang and criminal activity in case study schools. They felt this was due to the officer(s) forging positive relationships with pupils, conducting targeted work with challenging children and children at risk and increased levels of information sharing between the school and the police (which helped stop incidents in the local community spilling into the school environment). This view was supported by crime data trends in two case study schools. However, it is not possible to attribute any decrease *directly* to the role of the campus-based officer.
- Educational staff and pupils had largely positive feelings towards their campus-based office.
- Educational staff and campus officers also felt that this role had successfully:
  - provided positive role models to pupils
  - improved information sharing between police and educational staff
  - *reduced serious indiscipline, physical violence and gang activity in case study schools*
  - increased feeling of safety at schools for pupils and staff
  - improved the way complaints made by the local community about pupils are handled

- A common view held by educational staff, campus-based officers and pupils was that having a campus-based officer in school increased the feeling of safety for pupils and/or staff. It was clear that some educational staff were reassured by the campus-based officer(s) presence when dealing with incidents of physical violence.
  - In several cases, the campus-based officer was shared between more than one school. Although the work of the officer(s) was viewed favourably by educational staff, it was evident that time constraints diluted the role which was likely to reduce their performance on all of the success criteria.
  - In some schools the campus-based officer accompanied the Education Welfare Officer (EWO) on home visits to speak to parents of truanting pupils. However, there was no clear evidence that in schools where the campus-based officer accompanied the EWO on home visits, that this had an effect on the attendance rate.
  - Educational staff in a few case study schools commented on the positive effect campus-based officers had on dealing with complaints made by the public. Some local residents also welcomed campus-based officer involvement as it gave them a consistent figure to deal with persistent problems, which they previously felt were not a priority for the school. Comparison school interviews however, indicated that this role could be completed by other staff instead of a campus-based officer.
- 3.7. Clackmannanshire Council has the opportunity to introduce a Campus-based Police Officer in one of the secondary schools. If the Council agrees to this initiative for Clackmannanshire, then a secondary school will be identified, following consultation with schools and parents. The Education Service will agree a set of criteria in consultation with headteachers.

#### **4.0 Sustainability Implications**

- 4.1. The paper has no sustainability implications.

#### **5.0 Resource Implications**

- 5.1. Central Scotland Police will fund the cost of one post.

#### **6.0 Exempt Reports**

- 6.1. Is this report exempt? Yes  (please detail the reasons for exemption below) No   
N/A

#### **7.0 Declarations**

The recommendations contained within this report support or implement our Corporate Priorities and Council Policies.

- (1) **Our Priorities 2008 - 2011** (Please tick )

- The area has a positive image and attracts people and businesses
- Our communities are more cohesive and inclusive
- People are better skilled, trained and ready for learning and employment
- Our communities are safer
- Vulnerable people and families are supported
- Substance misuse and its effects are reduced
- Health is improving and health inequalities are reducing
- The environment is protected and enhanced for all
- The Council is effective, efficient and recognised for excellence

(2) **Council Policies** (Please detail)

**8.0 Equalities Impact**

8.1 Have you undertaken the required equalities impact assessment to ensure that no groups are adversely affected by the recommendations?

Yes  No

**9.0 Legality**

9.1 In adopting the recommendations contained in this report, the Council is acting within its legal powers. Yes

**10.0 Appendices**

10.1 Appendix 1 - Central Scotland Joint Police Board, School based Officer, 30 August 2012.

**11.0 Background Papers**

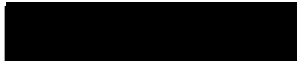
11.1 Have you used other documents to compile your report? (All documents must be kept available by the author for public inspection for four years from the date of meeting at which the report is considered)

- The Scottish Government, Evaluation of Campus Police Officers in Scottish Schools. (Web only publication) [www.scotland.gov.uk/socialresearch](http://www.scotland.gov.uk/socialresearch)

**Author(s)**

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**CENTRAL SCOTLAND JOINT POLICE BOARD**

**Subject: SCHOOL BASED OFFICERS**  
**Meeting: CENTRAL SCOTLAND JOINT POLICE BOARD**  
**Date: 30 AUGUST 2012**  
**Author: REPORT BY CHIEF CONSTABLE**

**1. INTRODUCTION**

- 1.1 The purpose of this report is to update the Joint Board in relation to the 2 current School Based Police Officers in Falkirk Council area and proposals to extend this further across the 3 local authorities.

**2. BACKGROUND**

- 2.1 In 2004, Education Committee a joint proposal by Falkirk Council and Central Scotland Police proposal to base police officers in Larbert High School and later Denny High School. This has proved to be a success and proposals to extend this model across the 3 local authorities are at an advanced stage.
- 2.2 Community Planning across the Forth Valley has developed strong multi-agency working between the 3 local authorities and a wide range of partners in the public and voluntary sectors. Central Scotland Police are key players in these arrangements, especially in relation to developing strategies to deal with anti-social behaviour and the integration of services to children and families. It is within the context of partnership working that the initiative of school based police officers within the Larbert and Denny community of schools was developed.
- 2.2 The objectives of the initiative are to:
- Develop and build upon the existing relationship between Central Scotland Police and the high schools, with particular emphasis on improving relationships between the police and pupils in associated schools in the community;
  - Reduce fear of crime amongst pupils, teachers and other members of the school community through the building of relationships and effective partnership and communication;
  - Assist in the development and support of restorative practices;
  - Assist in reducing antisocial behaviour and youth crime by young people;

- Reduce victimisation of the young people in the area; and
- Reduce crime, bullying and truancy within the area.

2.3 The role of the school based officer is to:

- Assist in reducing antisocial behaviour and youth crime, including offending by and victimisation of, young people within the cluster community;
- Assist in promoting a positive image of Central Scotland Police with young people in the area through the establishment of positive partnerships;
- Assist in educating members of the school community about the consequences of actions and the potential for positive citizenship;
- Participate in multi-agency initiatives to improve the learning environment within the high schools.

2.4 The outcomes for the initiative in both Larbert and Denny high Schools have included:

- Reduction in the number of exclusion incidents and numbers of pupils being excluded from school;
- Reduction in the level of anti-social behaviour in schools and the community;
- Reduction in staff illness and absence;
- Improved ethos within schools;
- Reduction in bullying within schools and the community;
- Increase in restorative processes; and
- Enhanced joined-up, inter-agency early intervention.

### **3. NEXT STEPS**

3.1 Progress to date has been very encouraging in both the Larbert and Denny school clusters, from the perspective of both the schools, the community and the force. As a result, and following discussions between the Education Departments in all three local authorities the force proposes to post an additional three school based officers in Falkirk school clusters, two in Stirling and one in Clackmannan as a further contribution to existing shared services.

3.2 As part of the GIRFEC agenda, it is proposed that these additional six officers are deployed across the identified localities of Falkirk, Stirling and Clackmannanshire Council, for an initial period of 1 year and then subjected to formal review. It is proposed that these officers would be based in secondary schools but work widely across all schools in the respective cluster.

#### **4. FINANCIAL IMPLICATIONS**

- 4.1 No cost recovery is proposed for this initial 1 year period and the officers will be funded from within existing force resources.

#### **5. PERSONNEL IMPLICATIONS**

- 5.1 There are no personnel implications arising from this report although this proposal will see six additional officers posted into Community Policing roles.

#### **6. DIVERSITY IMPLICATIONS**

- 6.1 There are no diversity implications arising from this report.

#### **7. RECOMMENDATIONS**

- 7.1 It is recommended that members note the contents of this report.

Chief Constable

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