



Document Classification: Not Protectively Marked

Title: POSITIVELY TACKLING INCIDENTS – POLICE AND SCHOOL LIAISON (Advice for schools and other CYP settings)

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1. Introduction

Schools and other education settings need to strike a balance between the safety of children and staff, the security of premises and the desire to be a key resource in the heart of the communities they serve. However the safeguarding of children and young people is the most significant aspect that needs to be taken into account. Contingency planning and preparation will support headteachers and their staff in dealing with a range of incidents, including those which are serious.

2. Discretion and Duty in Reporting Incidents to the Police

Any member of staff or member of the public may report an incident, but should make an informed decision based on the circumstances of individual incidents.

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In relation to serious offences (e.g. life threatening assaults), or in emergencies, it is unlikely that headteachers or anyone else would have difficulty in deciding that the police should be called. Similarly there should be no difficulty in deciding that a minor playground argument between pupils is best dealt with by school staff.

[See Appendix A – Police Flow chart for recording incidents](#)

3. Contacting the Police – things to consider

3.1. Emergencies

When calling the police schools must give sufficient information to enable the police to make an informed judgement of the scale of response that will be required. An incident report form must be completed and can be found on SchoolSurf in the Health and Safety section.

The 999 system should always be used when the immediate attendance of a police officer is required.

Do not dial your local police station number as this may cause a delay in answering your call and subsequent police attendance.

The police view any of the following types of incident as an emergency

- Where there is danger to life
- Where there is a likelihood of violence being used
- Where a crime is, or believed to be, in progress
- Where a suspect is at the scene or the offence has just occurred and an early arrest is likely
- Where a serious road accident has occurred
- Where other circumstances appear to require immediate action by a police officer e.g. an accident.

If in doubt DIAL 999

3.2. Reporting other incidents that do not need an immediate response

To report incidents other than emergencies which you think may require police attendance you should call **101** which is the Suffolk Constabulary non-emergency number.

Examples of this might include:

- Where police advice or assistance is sought in relation to substance misuse issues. **This must be prior to any school investigation taking place**
- Overnight burglaries
- Vandalism to school premises or facilities
- Unauthorised parking on school premises
- Ongoing issues that can be resolved by partnership approaches

Where a burglary or significant vandalism may cause major disruption to the smooth running of the school it is advisable to emphasise the potential disruption when contacting the police.

Be aware that crime scenes need preserving, including issues that involve drugs or Internet safety and computer security. Mobile phones can also be evidence.

4. General Information Sharing

Schools are encouraged to share information with the Police which may help develop a broader community profile. Whilst this might not result in immediate action, this intelligence gathering is an essential tool in developing an overview of local issues, and aids in identifying local crime and Anti-Social Behaviour trends.

Similarly, the Police will share concerns and information with schools in relation to specific issues. Exchanging information is an essential part of challenging behaviours and activities that may prove detrimental to children, young people and the wider community.

Schoolwatch is a Suffolk based scheme that is designed to alert schools via a designated individual, of crime patterns and incidents which occur in the local area or which may have relevance in a school environment. This service is free of charge and further details can be found on SchoolSurf in the Governance section. In order to ensure that this an effective system incidents must be recorded and reported.

This process of information sharing helps ensure resources can be targeted and interventions can be proactive. All partnership agencies can share information where it involves the reduction and detection of crime, and for the protection of children.

Senior Adviser Social Inclusion (CYP) is the Local Authority point of contact if urgent messages need to be communicated to all schools –Tel: 01473 583000. Speedy decisions will be made as to the appropriate dissemination of this information.

5. Working with your Safer Neighbourhood Teams

<http://www.onesuffolk.co.uk/safersuffolk> links to your Safer Neighbourhood Team (SNT).

It is good practice to develop a working relationship with your area Safer Neighbourhood Team. Schools and Safer Neighbourhood Teams will nominate a member of their team to act as a contact point between partners. Information sharing and partnership working can prevent incidents escalating, identify and support vulnerable children, provide early intervention and promote the use of community resolution instead of criminalisation of young people.

All Police work in schools and settings will follow the procedures outlined in this document.

The minimum requirement for regular school contact is once a term, in addition there may be more visits that are agreed via consultation with SNT Sergeants and the school head teachers. The SNT and school liaison personnel will work together on the management of school visits which could include:

- Planned and local truancy runs/sweeps
- Dealing with incidents in schools i.e. theft; drug incidents, Internet safety; sexual assault including grooming for the purposes of sexual exploitation, etc.
- Dealing with Incidents in the local community that affect young people, i.e. accosting etc.
- CAF meetings
- Police surgeries (Drop-in) in schools
- Supporting victims and vulnerable people

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- Improving services to victims and vulnerable people

Police will not be involved in lessons or delivering aspects of the curriculum other than the agreed Early Years Foundation Stage inputs. However they may be involved in delivering key crime prevention messages during assemblies or with identified groups of children and young people.

[See Appendix B - Police Community School Pack](#)

5.1. Police Action – options, discretion and constraints

Police work within a national framework that allows a degree of discretion. Head teachers need to be aware that when the police are asked to attend an incident the management of that incident will be governed by the officer's assessment within the national framework.

This may mean that the police will make decisions that were not anticipated when the call for assistance was made.

The police have discretion as to how they deal with incidents and offences in the light of the attendant circumstances. The involvement of the police does not mean that a court case will automatically follow.

In deciding what action to take, the police will take into account the views of the victim or other parties involved (e.g. the school) balanced against the seriousness of the incident and any other attendant circumstances. It is important if headteachers have any views as to the action they would like to see taken they share these at an early stage.

5.2. Feedback following an incident

A local Witness Charter governs feedback to schools and other settings following an incident being reported.

Suffolk Constabulary have followed the Witness Charter since April 2008. The charter outlines the rights of a witness or a victim to the following:

- A clear understanding between the reporter and the police
- An explanation as to how the incident will be dealt with
- An indication on how long the process will take

5.3. Safer Schools Partnerships

Safer Schools Partnerships are a nationally driven initiative to introduce a dedicated Police Officer or Police Community Support Officer into schools to assist in school life and the wider community.

6. Pupils Leaving School Without Permission

Pupils who leave the school or setting without permission are not in the first instance classed as 'missing children'. 'Missing children' have a specific definition in law. Further information about 'missing children' can be found by using the following link - [Safeguarding Children from Significant Harm](#)

It is essential when reporting incidents where pupils have left the premises without permission that they are reported as 'children leaving the school premises without permission' and not 'missing children'. This will assist the police in their decision making about an appropriate response.

A risk assessment needs to be carried out when considering how to respond to a pupil leaving the school premises without permission. A risk assessment and contemporaneous notes template can be found at [Appendix C](#)

A looked after child missing from school must be reported to their safeguarding manager immediately.

Schools should also be mindful of honour-based abuse/ forced marriages and sexual exploitation including grooming, and report concerns to the designated child protection/ safeguarding officer.

7. Dealing with Drug and Alcohol Related Incidents

The following is a guide to support policy and practice in schools and recognises the crucial role effective liaison plays in dealing with drug and alcohol related incidents.

For the purpose of this document drugs mean those that are illicit, prescription drugs prescribed to someone else and psychoactive substances (formerly legal highs).

While schools are under no legal obligation to report drug related incidents to the police, or to name individuals involved, the local protocol encourages schools to share information with the police. This contributes to community intelligence and to more effective detection and enforcement of the law with respect to supply of illegal drugs. This will contribute to a community-based model of drug prevention that will safeguard children and young people.

The drug and alcohol related incidents policy should give clear advice on the safe handling, storage and disposal of drugs and drug using paraphernalia. Pupils and untrained adults must not handle drug-taking paraphernalia. Refer to health and safety advice on sharps and litter picking which can be found on SchoolSurf.

The school should record all incidents involving drugs; similarly a record needs to be kept of any related paraphernalia found on the school campus. This will assist in any discussions with the police and will record the actions of members of staff.

Schools, the police and the LA have their own drug and alcohol strategies that deal specifically with their primary responsibilities in education and enforcement. Partnership working is essential for effective outcomes.

7.1. The Role of Schools

Schools are expected to have clear policies on drug education and dealing with drug related incidents. The guidance (Drug Guidance in Schools DFES/0092/2004) suggested that these could be combined. However, many Head teachers and governing bodies assert that procedures and practice can be more effectively guided by having separate sections of the policy, which relate clearly to each other. The drug education section is often seen as the responsibility of the PSHE education co-ordinator as it deals with the taught element within the PSHE/Citizenship curriculum. The drug and alcohol related incidents section deals with wider issues both within and beyond the school and is seen as the responsibility of the Head teacher and governors – schools are advised to develop their policies in consultation with stakeholders, including pupils, parents, and the local community.

For advice on policy refer to Drug Guidance in Schools DFES/0092/2004, which can be found on SchoolSurf - [See Appendix D](#)

Schools should also refer to guidance on managing medicines that can be found on the health and safety section under “Guidance” on SchoolSurf - [See Appendix E](#)

Head Teachers and governors should identify staff responsibilities within the school, including a staff contact for all drug and alcohol related incidents who will co-ordinate responses and ensure that relevant information is made available to appropriate people.

All members of the school staff need appropriate training to enable them to respond to drug related incidents.

7.2. The Responsibility of Police with Respect to Drugs in Schools

The police have a duty to uphold and enforce the law. However the priorities for those dealing with drug related offences on school premises will include:

- The welfare of the pupil or pupils involved
- The safety of staff and other pupils
- Identification of substances and evidence of offences

The targeting of limited police resources to identify, prosecute and criminalise those who supply the drugs that pupils use rather than dissipating these resources on identifying, prosecuting and criminalising drug using pupils themselves.

7.3. Information Sharing and Substance Misuse

The primary objective of both partners is to provide appropriate support to individuals and families through joint sharing of information and decision-making. This could include referral to other agencies in the statutory or voluntary sectors. Whilst the interests of the young person will always be carefully considered at the outset, both partners need to comply with the Misuse of Drugs Act 1971.

There is an obligation under Sec 8 of the Misuse of Drugs Act 1971 for action to be taken by the manager of any premises if they are aware of drug related activities on site. Whilst there is no ruling that any drug related incident has to be reported to the police **it does stipulate that some form of action should be taken.**

If drugs are found in the possession of a pupil it is acceptable for the incident to be dealt with internally, however the action must be fully documented in line with school policy. Any items seized must be immediately and safely destroyed or the police contacted to facilitate the disposal.

7.4. Substance misuse incidents concerning staff must always be reported to the police.

Information on drug trends is important to Suffolk Constabulary and their partners to assist them in dealing with substance misuse problems in the county. To support this any information concerning substance misuse in schools or that relate to young people outside school, or any other information thought relevant, should be shared via email to keepingusinformed@suffolk.pnn.police.uk

NB: this relates to information and intelligence not incidents that require a police response.

8. Drug and Alcohol Education in Schools

Individuals and groups may wish to participate in the drug and alcohol education programme; it is for the school to agree any input. Anyone providing an input must do so within the school's drug education policy, they should also be aware of confidentiality and Child Protection policies. All

schools are also advised to have an up to date visitor policy in place that is made available to all outside bodies.

Some visitors may have knowledge, experience, or skills that enhance a drug education programme. A teacher should always be present in the classroom when any visitor is working with pupils. The teacher retains responsibility for discipline, the content of the session and for ensuring that it supports the scheme of work.

Link to - [Framework for PSHE, drugs education and sex and relationship education \(SRE\)](#)

Useful links to the Drug and Alcohol Action team and the Frank website are below

<http://www.suffolkdaat.org.uk/>

<http://www.talktofrank.com/>

9. The responsibility of school staff with respect to drugs in school

School staff may seize tobacco, alcohol and any drugs deemed illicit.

All drug confiscations should be recorded in an incident book; any suspected to be illegal should not be disposed of. The substance should be sealed in an envelope or drugs bag marked with time/date, location and description, along with the name of the person seizing it and their signature.

The individual envelope/bag should be numbered, be identifiable, and be securely stored until handed over to the police.

The person seizing the suspected drugs should make an entry in the incident book with corresponding details. A second member of staff should countersign the envelope and incident book and pupils should be informed of the next steps as set out in the school drug incident policy. DFES guidance recommends schools should have a range of responses to drug incidents. In most cases parents or carers should be informed of the incident, and a meeting arranged as soon as possible to discuss the incident. If there is a governor with responsibility for drug related issues, this person or the chair of the Governing Body should be informed.

10. Searches

School property (e.g. lockers or desks) may be searched by school staff, within national and school guidelines. Schools will need to balance the likelihood that an offence has been committed against the risk of infringing the individual's privacy without just cause.

11. Dealing with Underage Sex and Sexual Exploitation

The law is clear that the age of consent for sex is 16 yrs; this is the same for heterosexual and homosexual sex. The law has never intended to prosecute consenting teenagers but a member of school staff is not in a position to make a judgement about this. If any member of school staff becomes aware that a person under the age of 16 is engaging, or likely to engage in sexual activity they should report this to the designated Child Protection lead who will take appropriate action. The school must have a Safeguarding Policy/Child Protection policy and this will give guidance including whether parents/carers, Social Care or the Police should be informed.

There are occasions when parents condone sexual activity. It must be remembered that parents do not make the law. The Sexual Offences Act 2003 clearly states that it is illegal for someone over 18 to buy (with money or goods) sexual services (i.e. sexually exploit) anyone under the age of 18. It follows that anyone under the age of 18 cannot consent to being sexually exploited, (receive money or goods for sexual favours). Young people can be victims of exploitation and grooming and this should be considered during any discussions or disclosures. Contact Nikki Young or Sue Crowley – Make a Change Team – 01473282352 – Nikki.Young@suffolk.gov.uk or Sue.Crowley@suffolk.gov.uk for advice.

<http://www.suffolk.gov.uk/PolicingAndPublicSafety/CommunitySafety/Sexual+Exploitation+and+Prostitution+Strategy+%282007-2012%29.htm>

12. Accosting

There is no definition of what constitutes an accosting; it would normally be an act that gives rise to concerns over the suspect's intentions. Examples of accosting could include:

- Trying to engage young people in conversation which is unwanted or of a sexual nature (possibly grooming)
- Trying to entice or encourage a young person to go with them or getting into a vehicle (internal trafficking if for the purposes of sexual exploitation)
- Following a young person

The above examples are not prescriptive and if there is any doubt the incident should be reported to the police. It is unlikely an accosting will involve incidents between pupils; generally it would involve someone external to the school. It should be remembered however, that each incident should be considered individually and advice should be sought if there are concerns or queries. It would be useful for local schools to share information as appropriate.

13. Diversity Issues (including the work of the Suffolk Hate Crime Service)

It is important to note that prejudice related incidents need to be recorded on the separate document provided for this purpose. Information about prejudice related incidents and the associated forms can be accessed via the link below:

http://www.transformingsuffolk.co.uk/files/delivery_partnerships/cohesion%20and%20inclusion/100909/paper_1tackling_prejudice_related_incidents.doc

Information on equality and diversity can also be found by using the following link – [Equality and Diversity](#)

Suffolk Hate Crime Service

The Suffolk Hate Crime Team was formed in October 2009 and comprises of staff from Suffolk County Council and the Police. The team is funded by Suffolk County Council and all District and Borough Councils. It is based at the Ipswich Old Crown Court Offices and supports victims of all types of hate crime.

Hate crime is an offence committed against a person or property that is motivated by the offender's hatred of people because of their race, religion or belief, physical or sensory disability, learning disability or mental health, age, gender, sexual orientation or gender identity

The service ensures that clients know about the support available to them and puts them in touch with those able to give help and advice and also provides necessary household security measures if required.

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Contact Deborah Charles, (deborah.charles@suffolk.gov.uk), Suffolk Hate Crime Service Co-ordinator on 01473 668966 for more information or email report@suffolkhatecrime.org.uk

Safeguarding: supporting those vulnerable to extremism

Staff across any sectors, including schools, who may come into contact with vulnerable people need to have an understanding of what causes people to be vulnerable to radicalisation or influenced by extremism; some skills to help recognise those potentially vulnerable to radicalisation; information on what to do if concerned about individuals.

A protocol has been agreed by the Adult and Children's Safeguarding Boards and the CONTEST Board called "Guidance on Managing Persons Vulnerable to Radicalisation" and is included as Appendix F.

Multi-agency Awareness Training on Managing People Vulnerable to Radicalisation (VTR) or Influenced by Extremism is run in Suffolk as a collaboration between Suffolk County Council and the Police on behalf of the CONTEST Board.

For further information about the training and support available in Suffolk contact Allison Coleman, Social Inclusion Co-ordinator on 01473 265160 or email allison.coleman@suffolk.gov.uk

14. Schoolsafe: Promoting Personal Safety in Education Settings

Schoolsafe is a programme offered to Suffolk County Council staff, which provides safe, legal and ethical ways to maintain safety for all concerned, when working with difficult or dangerous behaviours. For further information please contact Unisafe on 01473 265550 or email unisafe@csduk.com

15. Dealing with the media

Consultation should take place between stakeholders, eg police, school, parents, local authority and relevant communications officers, before talking to the press and before any press release. This minimises the risk of any police investigation being compromised or a school's reputation being damaged.

It is routine for police to inform the media about incidents as this can help with investigations. If schools believe there are good reasons for not doing this, they should discuss it with the police. The police do not give out personal details about victims or offenders except in exceptional circumstances.

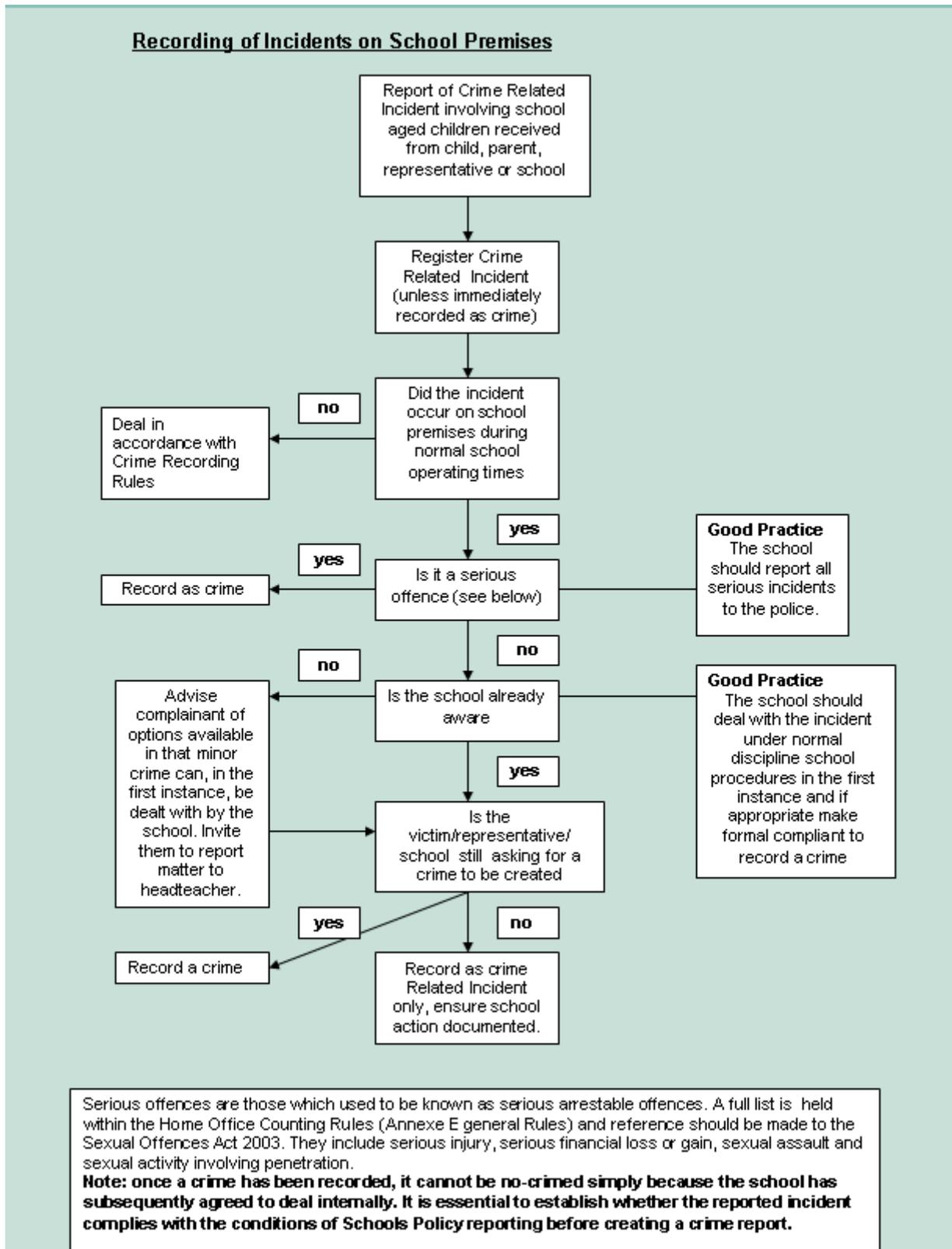
The County Council's Communications Team can be contacted for advice and assistance and will liaise with the police communications specialist. Their email address is communications.team@suffolk.gov.uk

16. Complaints Procedure

We would encourage schools and other education settings to have discussions in an attempt to resolve difficulties prior to instigating a formal complaint. However, both Suffolk County Council and Suffolk Constabulary have formal complaints procedures. Details can be found on their respective web sites.

17. Appendices

Appendix A - Police Flow Chart Recording Incidents on School Premises



Appendix B – Community Police School Pack

Police and School Liaison to include safer schools

There has been a strong partnership in place between Suffolk Constabulary and Suffolk schools and settings, including early years, for a number of years. Both partners wish to continue to build on that partnership by working together to strengthen the links that Safer Neighbourhood teams (SNT), schools and settings have been making. This document outlines the current position with regard to visiting all schools and settings in Suffolk.

The PEP Programme no longer exists and no officers will be trained to deliver learning in schools and settings. All Police work in schools and settings will now follow procedures outlined in this document.

Community Police involvement with schools and settings will be managed through the following processes:

- Suffolk Safer Neighbourhood Teams protocol for engaging with local schools and settings, establishes the minimum requirement for regular school interventions, and those that are agreed via consultation with SNT Sergeants and school head teachers.
- Each primary, middle secondary school, will be allocated a named SNT officer to act as a reference point.
- Each primary, middle secondary establishment will be visited a minimum of once each term
- All visits will be recorded on form 4124A which is located on the force intranet on the following link.
<https://intranet.suffolk.police.uk/SchoolVisitMonitoring/Lists/SchoolVisitMonitoring1/NewForm.aspx> (this link will not open unless access to the Police Intranet is available)
- The named SNT school officer will deal with the day to day management of school visits and will ensure that the process outlined below are followed when visits to the school take place.
- Any incidents, community issues or planned interventions will be managed by the SNT sergeant, who will be responsible for consulting with the school and jointly agreeing the type of action that will take place in the school or community.

Sergeant of Local SNT

As a Sergeant of a Safer Neighbourhood Team, with a school or setting in your area it is your responsibility to liaise with the School head or setting lead on issues that require the following support.

- Planned and local truancy runs/sweeps
- Incidents in schools i.e. theft; drug incidents; internet safety etc.
- Incidents in the local community that affect young people, i.e. accosting etc.
- CAF meetings
- Police surgeries (Drop-in) in schools
- Supporting victims and vulnerable people
- Improving services to victims and vulnerable people

Your responsibility is to ensure that any ASB & crime concerns that the school or local community have in relation to pupils are dealt with appropriately, e.g. by agreeing additional visits to the school or visiting to deliver key messages as appropriate.

The messages can take place in assemblies, or with identified groups of children and young people as deemed appropriate

Named School Officer

As a Safer Neighbourhood Team officer, or a Police Community support Officer (PCSO) there is an expectation that you will support your local community; that includes schools and settings. Your role in your local school or setting is to:

- ♦ regularly visit the schools informally during the course of your patrol, meeting staff, pupils, and parents.
- ♦ having direct contact with the pupils at breaks and/or lunchtime (by arrangement with the school).
- ♦ by taking part in Crucial Crew when your school is involved.
- ♦ updating your Sergeant of any community issues relating to the school. Note: This may require additional resources . e.g. crime prevention materials suitable for the situation.
- ♦ undertaking surgeries in schools when directed.
- ♦ visiting on parents evenings when invited.
- ♦ participating in careers focussed lessons to talk about your role in the Constabulary when invited.

When you are visiting schools please ensure the following actions are considered:

- if in any doubt about a request contact your sergeant for support.
- teachers must be with you at all times on your routine visits inside school premises.

- ensure you are aware of Child Protection procedures in schools, including the name of the designated person
- talk and plan with the school in advance of your involvement and avoid 'ad-hoc' inputs
- when you are undertaking an assembly or delivering a crime prevention message check your resources and materials well before your visit to avoid embarrassment.
- remember you are a visitor and are not expected to fulfil the role of a teacher.
- agree the length of your visit before the day.
- be aware of pupil safety at all times eg. rigid cuffs, baton, police vehicle and CS spray etc.
- use appropriate language according to the age of the pupils and avoid "police speak". Eg. "When I am out working" **not** "on operational patrol".
- complete school visit forms on the intranet <https://intranet.suffolk.police.uk/SchoolVisitMonitoring/Lists/SchoolVisitMonitoring1/NewForm.aspx> (this link will not open unless access to the Police Intranet is available)

The following is a list from the form 4124a and is here to guide you as to what types of school engagement agreed with education leads.

<p>Assembly – crime reduction issues Joining children for lunches Careers lessons Assemblies Cycling proficiency – if suitably trained Parking Issues Playground visit Playgroup visit School security – advice or check School surgery Truancy sweep Dealing with reported incident Meetings with staff Meeting parents outside school Engagement and consultation Community resolution in school safeguarding meeting Restorative justice in school After school club Crucial crew Meeting with partners Pre school visit</p>

We also have agreement with Education that the following are appropriate with children in the early years of education These ten minute sessions are appropriate for young children up to the age of five.

EARLY YEARS

PURPOSE: To develop and encourage positive relationships with the police.

POINTS TO CONSIDER

- ◆ This could be the first meeting a pupil has with a police officer.
- ◆ Some children will already have an attitude towards police that reflects that of their family; this can be positive as well as negative.
- ◆ Use simple language appropriate to the pupils involved. Avoid jargon.
- ◆ Remember that you are a role model for many of the pupils and this affords you opportunities to have a long-term impact on those you come into contact with.
- ◆ Small children can be very tactile in their approach. Avoid direct contact without upsetting the children eg. offer a handshake rather than a hug to say “thank you”.

SOME QUESTIONS YOU MIGHT USE

- ◆ Who do you think I am?
- ◆ How do you know I am a police officer?
- ◆ Do you know any other police officers?
- ◆ Why do you think we have police officers?

EARLY YEARS

INPUT: The Police Uniform

TIME: 15 Minutes

PURPOSE: To encourage positive relationships with the police.

FOCUS

Describing the uniform
Recognising a police officer
Talking to a police officer

QUESTIONS

- ◆ What am I wearing?
- ◆ Why might I wear a hat?
- ◆ How do you know that this is a police officers' hat?

RESOURCES

Items of uniform which are available to pass around group for discussion.

EARLY YEARS

INPUT: The Police Vehicle

TIME: 15 Minutes

PURPOSE: To encourage positive relationships with the police.

FOCUS

Describing the vehicle
Discussion about lights and sirens
Discussion about vehicle markings

QUESTIONS

- ◆ What kind of car is this?
- ◆ What makes it different to other cars you know?
- ◆ Why are there special markings?
- ◆ When would we need the special lights and sirens?

ACTIVITIES

Draw a picture of the police car.

A selection to be sent to the police station.

Appendix C – Risk assessment – Pupils leaving school without permission

A decision to contact the police (Emergency 999 or non-emergency 101) needs to be based upon this risk assessment and the length of time that the child or young person has been absent without permission.

School will find it useful to print, complete and consider this risk assessment to support the decision making process.

When appropriate the pupil personal information sheet with photograph, parent/carer contact details, and medical information, should be printed and attached.

The responsible member of the Senior Leadership Team must make a risk assessed decision about contacting the police. The following should be taken into consideration and should be retained on file or handed to the police as appropriate.

1	What age is the child or young person?		
2	Has contact been made with parents/carers?	Yes	No
3	Are there any safeguarding issues relating to the child?	Yes	No
4	Are there any learning difficulties or mental health issues?	Yes	No
5	Are there any concerns about the individual's state of mind?	Yes	No
6	Are there specific health issues that require regular/immediate medication or attention?	Yes	No
7	Is there a history of distressed or difficult behaviour?	Yes	No
8	Is there a history of self-harming?	Yes	No
9	Is there a history of alcohol or substance misuse?	Yes	No
10	Is bullying a possible factor?	Yes	No
11	Is there a history of leaving the school without permission?	Yes	No
12	Are there any signs that this was planned or pre-meditated?	Yes	No
13	Is there a history of offending behaviour?	Yes	No
14	Are there any known reasons why the child or young person may have left the premises (i.e. concern about a parent, carer or friend)?	Yes	No

If the answer to questions 3 – 14 is yes schools are advised to qualify this by making appropriate and succinct notes then recording their course of action.

Aspects for consideration

Appendix D – Drugs Guidance for Schools

<http://www.school-portal.co.uk/GroupRenderCustomPage.asp?GroupID=246157&ResourceID=1926726>

Document

Not Protectively Marked

Classification:

<http://www.education.gov.uk/childrenandyoungpeople/healthandwellbeing/substancemisuse/a0070053/drugs>

Appendix E – DfES [Managing Medicines in Schools and Early Years Settings](#)

Appendix F - Guidance on Managing Persons Vulnerable to Radicalisation

<http://www.onesuffolk.co.uk/NR/rdonlyres/59E12CB9-0411-435A-96B8-E592828D705C/0/VulnerabletoRadicalisationPolicy.pdf>

**Authors and
consultees:**

Lynn Mash, Community Safety Co-ordinator, Suffolk Constabulary

Keeley White, Social Inclusion Development Officer

Celia Moore, Learning and Improvement Adviser (PSD)

Jane Hertzog, Suffolk Constabulary.

Nick Wilding, Health and safety Manager (CYP)

Claire McCullough, Learning & Development Consultant (CSD)

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