

All Wales School Liaison
Core Programme (AWSLCP)

Annual Progress and Impact Report 2017-2018

SchoolBeat.cymru

Police safeguarding the
children of Wales through
crime prevention education



Llywodraeth Cymru
Welsh Government



Introduction

The AWSLCP is unique in offering crime prevention education and supportive policing activities to every school child in Wales.

A team of 65 dedicated police officers called School Community Police Officers or SCPOs from the four Police Forces of Wales have worked alongside teachers and others to educate and safeguard children.

We have produced a mini film summarising our achievements with the help of children from Ysgol Nantgaredig, Carmarthen. You can view the film on www.schoolbeat.cymru.

The SCPO is **a key contributor to school life** in both primary and secondary schools.

In 2017/2018 **18,388** lessons were delivered to children from 5 to 16 years of age. In addition, **5,572** children were prevented from entering the criminal justice system though utilising the School Crime Beat policy.

Our School Community Police Officers (SCPO) have delivered lessons and short presentations on topics such as internet safety, substance misuse, domestic abuse, knife crime and weapons, child sexual exploitation, anti-social behaviour (ASB) and bullying.

All the SCPOs and staff have worked hard to ensure that the aims of the Programme are met and to keep young people safe.

The aims of the Programme are to:

- (a) **educate** children and young people about the harm substance misuse can cause to their health, their families and the wider community
- (b) promote the principles of **positive citizenship** through the medium of education
- (c) achieve a **reduction in the levels of crime and disorder** within our young communities

Children and young people have been supported and protected, informed and given accurate facts presented in a lively and engaging way. They have been given **advice** and **strategies** to help them deal with challenging and sometimes dangerous situations. They have also been **signposted** to help and advice from National and Local agencies and organisations.

The Programme is supported by www.schoolbeat.org. The website continues to play a vital role in providing up to date and accurate resources and information for the SCPOs, teachers and educators, learners and parents alike. In the last year there were over 61,000 visits and 377,000 impressions to SchoolBeat.org. Our Twitter accounts have about **7,000 followers!** Total visibility from Tweets was around 688,000 impressions.

The role of governance has been crucial to maintain a clear focus. The steering group's support for the Programme and its continuing development has ensured that the terms and conditions of the Welsh Government's grant funding are met.

Our Vision

Police **safeguarding the children of Wales** through crime prevention education.

Our Mission

Our mission is to safeguard, promote wellbeing and prevent young people from entering the criminal justice system in Wales. We do this as a result of an unique **partnership** between the Government of Wales, the four Police Forces of Wales and schools.

Crime prevention and safeguarding deliveries enable children and young people to **build a relationship with their school's officer** and to receive accurate, corporate and credible messages that equip them to make **informed choices**.

Our Impact

Children and young people in schools across Wales are enabled to:

- make informed decisions about their behaviour
- have positive relationships with Police Officers
- stay safe
- build personal resilience
- get help and advice from support agencies and services.

All of this activity is measured regularly by reporting on the number of:

- lessons delivered
- incidents resolved using the School Crime Beat Protocol
- restorative practice actions
- safeguarding referrals submitted by the SCPOs.

We have also carried out an evaluation of the service we provide, focussing on **listening to learners** in our schools across Wales. We did this mainly by involving them in focus groups and interviews, asking them to tell us what is good about what we do and how we could improve.

Internal Evaluation of Service Provision, June 2018

Learners reported a significant increase in their knowledge and understanding of the Law and key information to enable them to keep safe. They also reported attitude and behaviour change that would impact on them in the future.

Learners indicated that their trust and confidence in the Police had increased.

One learner captured an important aspect of early intervention and prevention stating that having SCPOs in schools, ***“Reduces work for police in the long run as it’s an investment in our future and the police”***.

Maintaining SCPOs in schools and developing positive relationships and role models were seen as essential elements of school life.

Some learners felt that there was a need for SCPOs to spend more time in their schools and that further topics could be developed including recognising vulnerability, mental health, house parties and littering!

The SCPOs provide an unique service to schools that contributes to preventing crime through education and safeguarding the children of Wales.



Lesson Delivery: Wales and by Police Force Areas

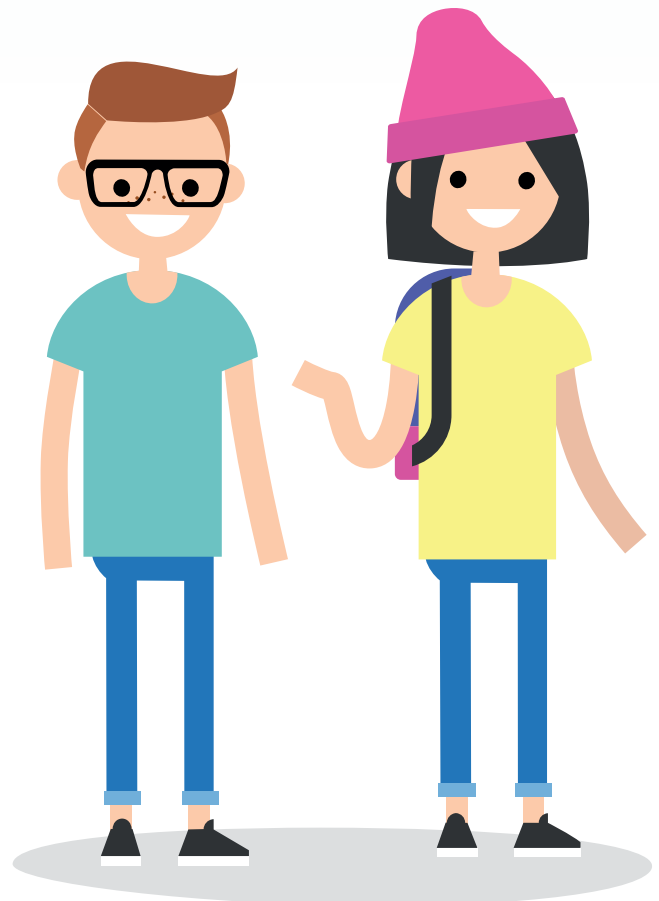
Wales	DP	GW	NW	SW
18,388	3,668	3,394	5,583	5,743

In addition to lessons SCPOs also deliver short presentations and assemblies. Over the last year these have been in support of key National events such as Anti-bullying Week, Safer Internet Day, Child Sexual Exploitation and Hate Crime Awareness raising weeks as well as in response to local issues of threat, risk and harm.

As a result we are confident to say that well over **half a million children** have been reached.

Total Pupil Contacts: Wales and by Police Force Areas

Wales	DP	GW	NW	SW
591,702	98,074	119,232	152,226	222,170



Achieving our aims

How we have helped tackle Violence Against Women, Domestic Abuse and Sexual Abuse (VAWDASV) (Wales Act 2015)

We have delivered **9,780** safeguarding lessons and reached **240,123** learners. The lessons follow a spiral curriculum and are designed for learners from 5 to 16 years of age. They have focussed on understanding the issues, spotting the signs of power and control, staying safe, making positive decisions and ensuring learners **know who they can go to for help**.

The following case studies show how the SCPOs have helped young victims of sexual abuse:

CASE STUDY 1 *“I have found the lesson “Friend or Foe” (KS2) has been a rewarding lesson to cover. I was recently made aware that as a direct result of this lesson being delivered into one of my Primary schools, a child felt compelled to disclose abuse to their parent. This is now an active investigation. To have a positive impact on just one child’s life makes the job worth doing.”*

“This week a year 11 pupil and his parents arrived at their local police station. The parents were distressed and the boy unwilling to speak at first. His parents were very concerned about long standing bullying that had occurred at school, leaving the boy with a bruised shoulder. In time he began to open up to speak to me. He disclosed an historical rape which had occurred two years earlier in the school toilets. He asked to speak to me alone as his parents were unaware of his relationship with the alleged offender and his sexuality. After we had finished talking he was happier and decided to tell his parents everything. I informed them of the police process and reassured them that I would update the school who would put safeguarding measures in place.

Without knowing the SCPO’s role it is unlikely that the boy would have spoken to me at all. It was because he knew me and that he was comfortable, trusted me and able to open up to make the disclosure.

Afterwards he spoke to his parents and returned to school having been reassured that measures to safeguard him have been put in place in school.

The police investigation is ongoing.”

How we have tackled Child Sexual Abuse and Exploitation (CSA/CSE)

We have ensured that the SCPOs have been trained so they can interact with children and young people in a sensitive and appropriate way. Their training and experience as police officers has enabled them to actively protect **1,256** learners through making direct safeguarding referrals this is an increase of 42% on last year’s figure.

Our dedicated Key Stage 3 CSE lesson, called Dangerous Deception, where the grooming process is exposed and strategies to keep safe presented has been delivered to **22,375** learners. Disclosures of harm as a result of the lesson are often reported.

CASE STUDY 2 *“Following a Look Who’s Talking lesson, concerned friends mentioned that their friend in Year 9 was in contact with a male ‘she did not know’ and that she had made plans to meet him in the Easter holidays. I spoke with the girl and she confirmed she was going to meet him. She was convinced they were in a relationship and that she trusted him. On investigation I found the male was an older man, and that there had been numerous complaints about his interest in young girls. The parents have now been made aware of the online contact and an investigation into his sexual activity with young girls continues. The school girl was kept safe and did not meet with the male.”*



CASE STUDY 3 *“Police from another Force area were investigating a 42 year old male who had been sending photographs of his penis to young girls all over the country. A male contacted approximately 150 young girls via social media stating he was 17 years old. He was actually 42. He sent them pictures of his penis. He asked the girls to send pictures of themselves. One girl sent one of her wearing a bra. The man went on to suggest that they meet up.*

The girl did not go. Later, in a police interview she was asked why she didn’t go and meet the male. She replied, ‘The School Liaison Officer showed a video in school of something similar and it made me think, this isn’t right.’ The lesson was called Look Who’s Talking.”

CASE STUDY 4 *“The young person was in a Dangerous Deception lesson (KS3). I was discussing the grooming process with the class and explained the term Child Sexual Exploitation. This triggered something in the young person, resulting in them walking out of the room. I discussed this with the member of staff and later the safeguarding teacher. The young person had disclosed historical sexual abuse. The abuse was formally reported and investigated.”*

The nature of the special relationship the SCPOs have with their schools has enabled them to manage some very **sensitive incidents**. The following illustrates how a child with learning needs was not criminalised for his actions:

CASE STUDY 5 *“A child with additional learning needs made an accusation against another child in the same progress centre. The incident was of a sexual nature. The parent reported the incident to the school’s Child Protection Officer, who referred to Social Services and to the Police. I became a mediator between the Police and the school and was able to pass on a report about the needs of both the children involved. As a result the child has not been criminalised for an offence which due to his learning needs he had no understanding of the criminal consequences.”*

How we deal with Sexting

Our most popular safeguarding delivery was for Key Stage 3. Risky Pics is a lesson about **sexting**. **1,131** lessons have been delivered to **28,780** 12 and 13 year olds across Wales. Sexting issues also form part of the SSP work of the SCPOs.

CASE STUDY 6 *“A pupil had sent a naked picture and approached the wellbeing teacher at a local Comprehensive who contacted me after the pupil had reported sending a naked picture. The child protection officer had been informed. I arranged a meeting with the pupil, parents and key members of staff. I was able to establish who the photo was sent to and explained how I could help. Both the pupil and parents were educated regarding the law and all were able to move on.”*

CASE STUDY 7 *“A vulnerable female pupil with slight learning difficulties told me that she had sent a photo of herself in her underwear to a fellow pupil, months previously, but was now being blackmailed by an unknown Snapchat user to send a naked photo of herself to them or they would release the first picture online and send it to her family. The girl’s safety was paramount so I (SCPO) completed the safeguarding paperwork. Recalling some training I contacted the SPOC team and Snapchat in America. The company sent an encrypted disc containing the messages sent by the suspect. The disc contained indecent images of children and the underwear photo sent by the girl.*

After investigation the IP address revealed the suspect lived in Devon. The case was handed over to the Paedophile Online Investigation Team, Devon and Cornwall Police who arrested two brothers from the address. It is believed that they are part of a paedophile ring operating on the dark web.

During this time I stayed in touch with the girl and her parents to provide information, reassurance and support.

The boy who had received the original photo was questioned but it is unknown how the picture got into the hands of the paedophile ring.”

How we support Cyber Safety and help prevent cyber crime

In February we supported **Safer Internet Day**, engaging with learners in both primary and secondary schools across Wales and promoting the day on our social media channels. We also produced a film with children from St Mary the Virgin Church in Wales School, Cardiff and Ysgol Brynsierfel, Llanelli talking about keeping safe online in partnership with MEIC and the On Line Safety team in Welsh Government. The children were then invited to perform the Programme's SMART song in the Senedd to mark Safer Internet Day. The event was enjoyed by all!

Social media is sometimes misused by young people. The following illustrates the way in which action by the SCPO stopped the escalation of bad behaviour online into criminal activity.

CASE STUDY 8 *“Some pupils had posted a hate video of girls chanting how much they hated a younger boy. The victim’s parents were so concerned they wished to take the girl out of the school. As SCPO I was asked to deal with the matter to ensure the girls understood the seriousness of what they had done.*

On speaking with the girls it was evident they realised they had overstepped the mark and that their actions had been hurtful towards the victim. They accepted they were in serious trouble. Their behaviour had been challenged and further action averted.”

Vital prevention work has also taken place.

CASE STUDY 9 *“A young girl with learning needs had been in contact with a male online who had sent her indecent images. He was requesting some from her. She had not sent any but saw the male as a friend. I explained the grooming process to her and ensured she knew how to keep safe. During this conversation she disclosed she knew of other girls in the area who were also in contact with this male. This resulted in 7 young girls being named from local high schools. All this information was passed onto the Police Public Protection Unit and shared with the ONYX Team who investigate Child Sexual Exploitation. I asked my fellow SCPOs to contact the girls in their schools. One of the girls had met with the male and had bought her alcohol to drink. The man is under investigation.”*



We have developed a new Key Stage 3 lesson called ‘Don’t Cross the Line to Cyber Crime!’ with our police family in the Regional Cyber Crime Unit (RCCU). The lesson aimed at KS3 pupils has a bespoke film at its heart and has been designed to **stop learners breaking the law through computer misuse**. We have plans to further develop this area of work to hold Cyber Excellence conferences for young people.

“SchoolBeat (AWSLCP) is an established and successful educational interface between the Police and Welsh school network. In joint partnership we commissioned a film outlining a typical pathway for a youth into cyber crime and a bespoke lesson to be delivered to all Welsh pupils at KS3 and 4. Wales is the first country in the world to have the opportunity

to deliver this bespoke cyber prevent message to youths. Tarian and SchoolBeat are now key partners in the cyber prevent field in Wales.” DCI Paul Peters, ROCU

In a peer review of Dyfed Powys Police carried out by Merseyside Police the particular value of the SchoolBeat Programme within the cyber field and its management structure was recognised:

“Across the three days of the visit the review team experienced excellent leadership across key areas of business. The local Serious Organised Crime team, the Digital Communications and Cyber Crime Unit and the schools’ Development work being led by Bethan James being particularly strong.” CS Gary Phillips reporting back on the DCS from Merseyside Police.

CASE STUDY 10 *“Three year 10 pupils hacked into the schools’ network. The schools are looking for all options. Luckily they spoke to Gwent cyber crime unit and they have been told about the referral initiative. This is exactly why we have done this!”*

In the last year we delivered a total of **5,705** Internet based lessons to **140,129** learners. All of these deliveries have been supported by assemblies to whole year groups and Key Stages in response to local need, threat risk and harm.

How we have contributed to reducing the impact of Adverse Childhood Experiences (ACEs)

A key feature of our Programme is to develop the skills of children and young people to make positive choices. The SCPOs have been helping learners to develop the confidence to **resist peer pressure** and make their own informed decisions.

The ACE research has provided professionals with an evidence base on which to build effective prevention intervention. The **AWSLCP has responded** to the findings of the ACE agenda by providing universal prevention education in all schools in Wales.

We have also piloted ground breaking **ACE Wellbeing Workshops** among almost 300 year 8 learners at Ysgol Bae Baglan. The planning stages ensured that young people had a say in the development of the workshops which included a number of local agencies such as the Youth Service, Hafan Cymru and the Welsh Centre for Action and Dependency and Abuse (WCADA) working alongside the **SCPOs**.

The Wellbeing Workshops evaluation indicated that the aim to deliver an age appropriate and engaging programme of learning for year 8 learners in order to build resilience and to highlight the services young people can access for additional support was met.

The young people who attended reported that they were more informed and had learned about dangers and the consequences of various behaviours.

They recognised the importance of talking about problems and reported they knew where to go for help and advice after the inputs.

Participants were keen to ‘share’ what they had learnt and stated that they wanted to help others. This indicates an important positive step in learning and the development of resilience.

I know what to do in difficult situations.

Pupil

It’s important to talk about problems.

Pupil

I know who to go to for help and advice.

Pupil

Many pupils were keen to share what they had learnt. They wanted to pass it on to other pupils and to their family members. This could lead to a wider reach than the target year group.

Community Safety Support Officer

The day to day work of the SCPO has also impacted on **wellbeing**.

The following case study illustrates the strength of relationship with a youngster and its potential to make a difference to children and young people vulnerable to ACEs.

CASE STUDY 11 *“I have been involved with this pupil since Primary school. The pupil had built a comfortable familiarity with myself. So much so that when his family were involved in a drugs warrant the pupil stated that he was only willing to speak to me as his SCPO. During the interview that followed the pupil disclosed intelligence which was invaluable to the Local Neighbourhood Team. A further intelligence package was put together and more warrants issued.*

The school had no knowledge of the boy’s involvement with drugs previously and put safeguarding measures in place for him. Referrals were made to other agencies and the pupil began to engage and receive support.”

We have provided learners with opportunities to **build relationships** with trusted adults they have identified such as a teacher or the SCPO. Professor Bellis’ research has indicated that there is **great value in vulnerable children having a trusted adult** in order for them to build resilience against the early childhood trauma’s they experience.

“The positive influences that friends, trusted adults. Communities and schools provide to children builds resilience and the ability to overcome severe hardships like those presented by ACEs.” Welsh ACE and Resilience Study, 2018

How we help tackle Knife Crime and County Lines

This year we have delivered a new **Knife Crime** presentation in secondary schools across Wales. 13,365 children and young people in areas vulnerable to criminal activity have participated in the delivery. A new presentation will join the suite of **County Lines** and Stop and Search resources soon.

CASE STUDY 12 *“A pupil arrived at a Primary school carrying two kitchen knives. A safety plan was put into place with the parents and I was asked to deliver lessons about knives and the consequences of crime. Whilst in conversation I noticed the boy had far right racial views. In cooperation with the school I notified Gwent’s Prevent office to help address any issues and provide guidance to the mother about help and support.”*

CASE STUDY 13 *“A pupil brought a knife into school and held it near to another pupil’s mouth (indicating a Chelsea smile could be administered). The victim also had a photo of his mouth and teeth taken and posted on social media to ridicule him. The parents of the victim made a formal complaint seeking reassurance that their child would be safe on return to school. I became involved and communicated consistently and regularly. Discussions with the Head teacher led to the vulnerable victim returning to school while the offender was excluded pending police investigation. The boy and his parents were thankful for my (SCPO’s) involvement.”*

CASE STUDY 14 *The boy had been placed on an education order to improve his attendance as he was a regular truant. He was often involved in fights and police had attended Domestic incidents between him and his Mum. It was revealed the boy was a victim of grooming by organised gang members and was believed to be a victim of Modern Day Slavery. He was arrested out of force for possession of Class B drugs.*

I (the SCPO):

- *arranged joint meetings at the high school to share information and concerns staff had in relation to this boy being involved in County Lines*
 - *Made an NRM referral to the NCA and the boy was assigned an Independent Child Trafficking Advocate from Barnardo’s*
 - *liaised with the Eastern SPOC DS from the Modern Slavery Unit*
 - *submitted a high priority intelligence report with links to Organised Crime Gangs in North Wales.*
 - *Made a child protection referral to safe guard all the young persons linked to this boy.*
- Following these actions a Strategy meeting was arranged by the DS from the Modern Slavery Unit and my attendance will be required.*

Supportive School Policing (SSP) Activities

Supportive Policing has continued to be an essential element of the SCPOs' role. The main focus has been to work in partnership with schools to deal with incidents using the **School Crime Beat** policy and to **safeguard** children and young people.

Supportive Policing: Wales and by Police Force Area

School Crime Beat Incidents:	Wales	DP	GW	NW	SW
	5,572	693	1,137	1,305	2,437

The SCPOs have used **Restorative Practice** to repair harm in a wide range of situations in schools.

CASE STUDY 15 *"I was asked to hold a meeting with the two sets of parents and their sons who were feuding over a football team they both attended. I met with the parents and it was decided to hold a Restorative Meeting with the boys. The meeting was a success with agreed outcomes between the boys. I continue to monitor the situation, but there have been no further issues between the boys and their families."*

RA/RJ Sessions:	Wales	DP	GW	NW	SW
	1,996	280	535	897	284

As warranted Police Officers ensuring the safety of the community has been an important function.

Intelligence Logs:	Wales	DP	GW	NW	SW
	747	277	74	184	212

SCPOs play an **active role in their Neighbourhood Teams** and wider police family, often making an unique contribution based on their knowledge and relationship with the children and young people they have worked with in their schools.

CASE STUDY 16 *"A group of year 10 girls were of concern to me. I raised my concerns with the school leadership teams, and partners in meetings such as MAPI and TASKING and fed back to the NPT. A specialist CSE Police Officer was alerted to work with the girls.*

These pupils were on the cusp of CSE, but multi agency intervention has made a marked improvement in their conduct, both in and around school; and staff have informed me they feel more at ease. The girls now know where to go for help and support and I have made myself available to them at any stage."

An example of how this unique relationship has **contributed directly to policing** was noted in a North Wales town...

CASE STUDY 17 *"A vulnerable 14 year old girl had been regularly absent from school and involved in low level anti-social behaviour in the community, including being caught under the influence of Alcohol and being involved in fights with peers. Her home circumstances were challenging and she was a victim of grooming by older males.*

She was a subject of Operation LENTEN but was unwilling to co-operate with the police from the team and was not prepared to be a witness for the investigation.

The SCPO carried out one to one work with the girl over a number of weeks delivering various topics including: internet safety, Alcohol, drugs, sexual consent and CSE.

The girl attended school for all the sessions and engaged in every topic the SCPO delivered.

She built up trust with the SCPO and as a result of the trust gained, felt she could speak to the police officers from Op LENTEN. A witness statement was recorded and as a result the suspect went to trial.”

The **SCPOs benefit from the relationships they have built with young people in schools**. This enables them to make a positive impact among young people outside school hours and contribute to local neighbourhood policing in a positive way.



Impact and influence

As a result of the activities of the Programme children and young people have developed their knowledge, skills and have changed their attitudes and behaviour.

The lesson introduced the term grooming to us. Lots of us did not know about this.

Don't touch tell!

There is no such thing as a safe limit for Alcohol.

The importance of friendship is taught in many lessons. This is good.

The lessons are very thorough and prompt us to do the right things.

I don't like to tell the teacher when I experience bad things in school. I can tell the Police Officer.

Lessons develop empathy towards the victim. It makes us judge our own behaviour towards other people. We are less likely to become the perpetrator.

We know who to turn to if we need help – our teachers, a trusted adult, our Police Officer, Childline.

Online safety lesson SMART taught me how to be safe online.

I now understand what sexting is all about.

The lessons make us aware of drug use and not to do it – we have the choice not to take drugs.

We can...recognise the signs when something is wrong. (CSE lesson)

The Look who's talking lesson – made people think about empowering their friends to do the right choice.

We would be less likely to do silly things.

My attitude to Alcohol has changed.

Lessons on bullying have changed our opinions – the trusted adult element is important.

Lessons have empowered us to develop strategies to cope with challenging situations in the future e.g. with regards to Alcohol and drugs. Knowing the consequences to actions empowers us to change how we would react in the future.

I have learned that I should tell someone and stay confident.

The lessons make me feel safe as I know what to do in the future.

We feel safer and have the confidence to know what to do.

Always ask questions and be careful.

I will behave differently when outside school.

My opinions have changed... Not so nervous and more comfortable meeting the police round and about.

We might challenge ASB but we would report it definitely.

Learners had strong opinions about the value of the SCPO delivering lessons and working in their schools.

“
Important that it is the same Police man. You get to know them.

...coming from an SCPO – they know more because of their experience.

Really good that the police come into school – we get a deeper understanding of what they do which is important.

They can tell us their experiences and situations they have dealt with. Teachers are not able to do this unless they have been in the situations themselves.

The pattern with the lessons leaves a lasting impact. We are more likely to listen to a Police Officer.

If we make mistakes, we have to face up to the consequences and PC John can deal with this.

People get used to the police in school and know they are approachable.

I am more likely to stand up and listen to a Police Officer about safety. Teachers could not deliver these lessons.

Children listened to the PO more. There is more respect for them than teachers.

I could talk to the SCPO first as a point of contact always.

You know that it's going to happen (deal with a problem) when you go to a Police Officer – especially with the liaison service you provide to school.

You know when it comes from the Police it is correct. It is said in a compelling way, which wouldn't be done the same way from a teacher.

Sometimes we need someone more than the teachers to do something about it. So I think it is important to have a Police Officer there just in case we need them.

”

Learners were also keen to pass the messages on to parents and others.

We need to tell others about this we have learnt.

I always go home and discuss the lesson with my parents.

We learn about the consequences of crime.

I take the message home and tell my parents about the lesson we have done in school. Our parents think that the police officer coming to school is a good idea.



Engagement

We engaged with children, young people and their families at the Urdd Eisteddfod in Builth Wells, in May and the National Eisteddfod in Cardiff in August.

The colourful stalls were staffed by SCPOs, Programme staff, the RCCU team and others from Neighbourhood Policing Teams.



SCPO Evans and friends!

Chief Constable Jukes with RCCU's PC Jones Evans having fun at the Eisteddfod!

Thousands of children and their families called at the stalls, asked questions, took selfies with Tarian our mascot, in the police car and enjoyed learning about Policing and the SchoolBeat Programme.

In total, there were over 160,000 visitors to the rather unique National Eisteddfod in Cardiff Bay.

The use of social media to:

- Promote the work of the AWSLCP
- Raise awareness of national campaigns such as Anti Bullying Week, Safer Internet day, White Ribbon day, FGM Awareness day, Be a Nice Guy, Grass Fires, Hate Crime Awareness day and Alcohol Awareness Week, CSE day.
- Share the daily activity of the Programme Managers and the SCPOs
- Present key safety and safeguarding messages
- Support and promote the work of our partners



The **Motivating our Youth (MOY)** summer 2018 activity project has taken place in Gwent this year. 118 young people from across Gwent participated in an exciting and challenging week's activity project supported by partners from the Youth Service.

The children were chosen by schools to participate for a variety of reasons from disengagement with peers, confidence building and the need to reintegrate into the school Community.

Participants were given opportunities to learn and build relationships with each other, the police officers and other staff running the week. Many felt out of their comfort zone but met new physical and emotional challenges head on. E.g. overcoming fears of water, height and engaging with others.

One of the young people said,

"It's the best week ever! If I behave can I return next year?"

His Grandmother said,

"He came home so excited to tell us about the day's activities he was too exhausted to go out in the evening - which helped to keep him out of mischief!"

Youth workers also commented about the positive effects of the groups working together as a team, which in turn helped develop confidence.



Meeting the Police and Crime Commissioners' Priorities

We have responded to the priorities set out by the four Police and Crime Commissioners (PCCs) of Wales. All four Crime Reduction Plans focus on common themes such as safeguarding, crime prevention, tackling Anti-Social Behaviour, and working to protect the vulnerable.

The PCCs agreed to fund a new lesson for year 6 children which will be available for schools in 2018 - 2019. The lesson has also been supported by Welsh Government and will contribute to developing a spiral of learning on the topic of **Child Sexual Abuse and Exploitation** (CSAE) and illustrates the strength of partnership working we enjoy.

How we Support the Well-being of Future Generations Act 2015 (Implemented 2016)

The AWSLCP has contributed to a number of priorities listed by the Commissioner as illustrated in the table overleaf:

<h2>The Wellbeing Goals</h2> <p>Promote good health and well-being for everyone</p>	<h2>The AWSLCP – Examples of activities</h2> <p>Substance misuse and safety/safeguarding lessons have provided knowledge of risks and consequences, strategies and signposting to help and support. Training regarding mental health has been given SCPOs. Resources published.</p>
<p>Build healthier communities and better environments</p>	<p>Safer communities through lessons and activities. The consequences of ASB on the community and how it can be tackled. Education around County Lines.</p> <p>Working closely with Neighbourhood Policing Teams. Safer places for all. Partnership with Crimestoppers.</p>
<p>Support young people to make the most of their potential</p>	<p>Lessons have encouraged learners to make positive decisions. The consequences of breaking the Law have been made clear so that learners can make informed choices.</p>
<p>Equip everyone with the right skills for a changing world</p>	<p>We have delivered a range of Internet Safety lessons. Learners have been encouraged to develop their skills and to build resilience. A cyber crime resource and ground breaking referral route have been developed to inform and encourage learners to use their cyber skills positively.</p>
<p>A thriving Welsh language</p>	<p>All our resources are available in Welsh. SCPOs have worked in every Welsh medium school in Wales.</p> <p>We have promoted the Welsh language in Eisteddfodau and other major National and Regional events e.g. The Royal Welsh Show.</p>



Working with our Partners

Partnership work has been further developed and strengthened this year. We have worked with many organisations nationally and regionally in each police force area. The positive impact of joint working is evident:

"The AWSLCP has provided invaluable support in promoting our youth scheme Fearless including working in partnership to encourage young people to speak up about crime. The national coordinator provides an unique perspective on the Crimestoppers Wales National Committee to help drive forward our contribution to crime prevention and education."

Ella Rabaiotti, National Manager, Crimestoppers Trust

"The SchoolBeat officers in Wales provide us with a unique opportunity to protect those most vulnerable to radicalisation. The threat from terrorism within Welsh communities is real, the case of Lloyd Gunton is an example of this. How Police and engage with children will determine what threats we face in the future. SchoolBeat officers have the opportunity to engage with children and educate them to ensure they don't view violent extremist material online, understand how to report concerns and protect themselves from those who may wish to exploit them. In partnership with the Wales Extremism Counter Terrorism Unit and with the support of Welsh Government, SchoolBeat officers will be delivering a lesson to children across all schools in Wales to help safeguard them from terrorism and ensure we keep our communities in Wales safe."

C I A Hayes, Wales Counter Terrorism Unit. 2017

"We highly value the support of the AWSLCP, which has been essential in expanding the reach of MEIC Helpline to children and young people across schools in Wales. With the Police Officers championing and promoting MEIC more children and young people are aware of and use MEIC, so, more are getting the help they need."

Marco Gil Cervantes, Chief Executive, ProMo-Cymru

"NSPCC Cymru/Wales values our effective, collaborative working relationship with the All Wales School Liaison Programme. The AWSLCP regularly uses NSPCC resources in the sessions they deliver and have assisted in the development of Welsh language content for these resources. We are in the process of co-producing a leaflet for young people outlining what the law says about sexting. AWSLCP is a valued member of the WISP with Faith McCready serving as Deputy Chair of the group."

Cecile Gwilym, Senior Policy and Public Affairs Officer, NSPCC

"The role of the AWSLCP in addressing key concerns is invaluable for schools and for children in Wales. The officers provide a friendly and reassuring educational service for our young - addressing vital issues of concern, from substance misuse to online safety."

Dr. Sangeet Bhullar, Founder, WISE KIDS

"We are very grateful to South Wales Police, in particular the officers within the police schools' programme who have on many occasions provided quality training and awareness to both staff and young people on a number of key topic areas, for example, Sexting, CSE and Substance Misuse. This intervention has enabled us to work in partnership to not only address current issues for local young people but the needs of the department/practitioners who cascade the prevention messages to young people. Thank you for your support."

Corinne Fry, Youth Service Manager, Neath Port Talbot



“The Community Safety team really value the work of the SCPOs with regard to safeguarding and the well-being of young people. The importance of the work they do; building relationships and delivering sensitive and appropriate sets to enable young people to enable them make informed choices cannot be emphasised enough. Community Safety understand and champion the Prevention and Early Intervention approach to developing understanding and raising awareness of risks and consequence.”

Sian Morris, Community Safety, Neath Port Talbot

“The Police School Community Police Officers provide a valuable service to Ysgol Bae Baglan speaking to pupils about a variety of topics related to crime. These lessons help inform pupils about things such as the dangers of illegal drugs or the laws related to sex and relationships. They have an impact on preventing pupils entering risky behaviour alongside our own PSE programme. What is vital is the in-depth knowledge of the law which a working Police Officer will have and a teacher may not necessarily have. Educating pupils, I feel helps prevent offences been made in some cases, for example, sexting, The School Liaison service allows preparation, planning and monitoring to be done in an effective way. What is particularly valuable is the SCPO has the time to spend in lessons exploring issues with pupils. Merely informing pupils with facts during assemblies does not have the same impact on changing behaviour. The SCPO also forms a relationship with the school, staff and pupils which allows crime prevention to be integrated into the curriculum.”

Miss A Stead, PSE Coordinator, Secondary School

“Once again, Penllergaer Primary has been privileged to be involved with the Police School’s Liaison Programme. Our allocated Police Officer is a valuable resource in supporting our school’s personal, social and emotional curriculum. The delivery of the age appropriate lessons brings a new dimension to learning. Our pupils are taught about substance use and misuse, appropriate touch and keeping safe both in the environment and online. Pupils always respond positively to visitors to the classroom and meeting a Police Officer in uniform in a sociable, informative, friendly role fosters good relationships between Police and young people. This results in reduced anti-social behaviour, closes the generation gap and raises pupil aspirations for the world of work.

The impact we have seen includes pupils having greater respect for themselves, others and the environment. The AWSLCP helps schools embed good values in learners so they grow into healthy, confident citizens who can make an active contribution to society.

Staff and pupils regularly use the SchoolBeat website for news, advice and ideas.”

Jayne Woolcock, Head teacher, Primary School

“Your role in our school as our SCPO is greatly appreciated. The sessions you deliver both engage the pupils and all pupils of all abilities are able to participate in the collaborative and interactive sessions. The pupils who attend our school have often experienced multiple exclusions, are vulnerable – usually from deprived areas and often will have experienced police involvement in their home lives. It is important for them to have positive interactions with the police. Thank you for the invaluable role you provide our school.”

Rhiannon Evans, PSE Coordinator, PRU, Barry

We have supported a number of national awareness days. SCPOs have delivered lessons and assemblies related to the particular national campaigns such as Anti Bullying Week, Safer Internet Day, White Ribbon Day, Safeguarding and CSE weeks etc.



We listened to children and young people and carried out an internal evaluation.

Internal Evaluation of the AWSLCP June 2018

Abstract/Summary The aim of this report is to discover the impact of the AWSLCP among the learners and other service users in primary and secondary schools in Wales. A particular emphasis was put on recording the voice of the child or learner. Data was gathered from schools across Wales and included Secondary, Primary, Welsh Medium, Pupil Referral Units and Special schools. Both quantitative and qualitative methods were used to gather the data.

Learners and staff overwhelmingly indicated that the AWSLCP was valued and that School Community Police Officers (SCPO) provided an important wrap around service which included preventative education and vital safeguarding activities.

Learners and staff reported a significant increase in their knowledge and understanding of the Law and key information to enable them to keep safe. They also reported attitude and behaviour change that would impact on them in the future.

Learners and staff indicated that their trust and confidence in the Police had increased.

We conclude that children and young people continue to benefit from the AWSLCP. It is an essential service to schools in Wales.

And Finally

All of our achievements rely on the fabulous partnership we are privileged to have with schools in Wales who welcome the SCPOs in to work with the learners in their care. The wider police family are also key partners in the unique service we offer,

“Senior officers have noted the key role that your trusted and networked officer can play in relation not only to Prevent but other very current issues – County Lines, CSE, knife crime etc.”

M Thomas, ROCU

The SCPOs are led and managed by a dedicated team of educationalists in each force. These Coordinators/Managers have shown in many ways their commitment to the vision and aims of the Programme. Essential to the smooth running of the Programme is the Web Technical Manager who ensures that the broad base of resources are available to the SCPOs, learners, parents and teachers.

Programme activities would not be possible without these dedicated individuals.

Police safeguarding the children of Wales through crime prevention education



