

Tilley Award 2003

Project Title: Southampton Safe School Project

Category: Crime & Disorder Reduction

Hampshire Constabulary

Endorsing Officer: ACC 'TO' Graham Wyeth

Signature:



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The Project: Southampton Safe Schools Project

Hampshire Constabulary in partnership with Southampton City Council (SCC)

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Summary

'Southampton Safe Schools' is an innovative project promoting partnership working to reduce incidents of damage, burglary and antisocial behaviour in schools by incorporating risk management and crime reduction linked to the national curriculum. Crime Reduction Officers (CRO) were regularly visiting schools subjected to targeted vandalism, burglary and antisocial behaviour. While schools were receptive to the advice given they rarely implemented the recommendations. This was mainly due to the lack of funding, ownership and a belief that the problem could not be solved long term.

In seeking to define the nature of the problem more strategically, evidence was gathered from a number of sources, including:

- ✓ Recorded crime figures for school sites (which were rising)
- ✓ Spending on SCC repair and maintenance budgets e.g. £242,000 on vandalism repairs 1999/2000.
- ✓ Consultation/dialogue with schools

Analysis of the evidence indicated an approach that was symptom based, rather than one aimed at treating the underlying causes. A steering group was convened to identify and implement a solution to the problem. The main findings were:

- ✓ Develop a safe schools package with local schools building upon best practice identified elsewhere e.g. West Mercia
- ✓ Secure capital programme funding to pump prime a pilot scheme

The response was to address the underlying causes to:

- ✓ Promote an understanding of the safe school initiative with Head teachers and Governors. This was achieved by holding a series of conferences/workshops.
- ✓ Initiate a pilot scheme targeting 6 school sites with high incidences of vandalism, burglary and anti social behaviour.

The impact of this response was evaluated via reports from the police and SCC property services, together with structured feedback from each 'safe schools group' through the detailed logging and analysis of incidents and the effectiveness of their responses. The following was identified,

- * A 90% reduction in reported burglary and damage over 18 months post implementation
- * A dramatic reduction in police attendance to school sites
- * A 75% reduction in damage repair expenditure by the Local Authority
- * Improved safety and well being in and around the schools
- * Improved ownership of schools by pupils
- * The process is becoming mainstreamed within the schools
- * Identified weaknesses in process

The initiative has provided a sustainable reduction in crime and anti-social behaviour over a 3 year period post implementation. The model is continually being evaluated and developed and now involves 17 local schools with the potential for further growth.

Description of Project

The Safe Schools project was originally developed by West Mercia Constabulary. Our project adapted its systematic approach to school safety and updated it to provide additional levers required to introduce it locally. The result has provided an improved delivery process that is innovative in the way security funding is linked to risk management via the safe school process. The result is aimed to enhance support being provided to schools and young people by the Police, Southampton City Council (SCC) and its partners from other agencies. Based on research carried out with schools and the Police, Safe Schools develops and sustains community and pupil-led approaches aimed at tackling crime and safety issues identified by each safe school group.

Why was Safe Schools needed?

In Southampton we were experiencing rising incidents of damage and burglary to school sites resulting in significant costs in terms of repairs and demand on council and police resources. At the same time there was a lack of a co-ordinated response to these incidents. The problem was a lack of communication between all the parties involved and inadequate means or time to address the underlying causes only the symptoms. The result was that money was often spent in areas that had little impact on reducing the problem.

Southampton City Council identified that with vandalism to educational properties exceeding £242,000 in 1999/2000 there was a need to carry out a proactive rather than reactive policy. They identified "A fresh approach was required". A meeting between the police and education policy officer was convened, and a problem solving approach was identified as the 'Fresh Approach'.

Initial first stage scanning to identify 'overall' picture

This was completed by police, schools and SCC, the following being found to be present in all the locations;

Victim

- * The schools were receiving inconsistent responses from the police (the control room often graded attendance as low on their list of priorities).
- * Victims felt they weren't receiving the response they needed.
- * Both staff and pupils were regularly disrupted as a result.
- * Local residents were regular complainers of juvenile/noisy/criminal activity. In particular when burglar alarms were activated.
- * Security expenditure was inconsistent and often targeted by schools at the 'symptoms' not the underlying causes.
- * There was no standard means of collating/recording/prioritising or actioning incidents within schools.
- * Schools tolerance levels of '*out of hours activity*' was high and rarely challenged.

Offender

- * Often offenders were pupils or relatives of them and lived locally.
- * There was some evidence that the main offenders were often the subject of developing or current Anti-social Behaviour Contracts (ABC).
- * Perimeter fencing was in a poor state of repair and easily breached.
- * Lighting was poor or inappropriately applied.
- * Where CCTV was in place the picture quality was often poor.

Location

- * There was no 'rule setting' and inconsistencies existed for users of the site.
- * There was no defensible space or demarcation of access.
- * Whilst damage was repaired little or no thought went into preventing further incidents.
- * The playing fields were seen as '*safe places*' to play by local children.
- * Security expenditure was inconsistent and often targeted at the '*symptoms*' not the underlying causes.
- * The schools (apart from Red Lodge special school) were consistently high on the council repairs list.
- * School playing fields were seen as '*public open space*'.
- * There were inherent old design characteristics that enabled criminal activity to take place i.e. hidden recesses, lots of glass, easy access to roofs.

It became clear that many processes within the schools to record incidents and prioritise problems were absent, and those that were present were generally dictated by the staff and governors, although well intentioned they often failed to deliver long term. As part of the initial scanning process it was decided to look for some examples of 'Best Practice' from around the country of schemes that addressed some of our underlying causes. There were numerous examples of local crime reduction projects carried out as a result of being repeat victims, however there were very few that addressed the characteristics identified in our scanning. Research identified 2 examples with the potential to provide a framework with which to develop our project.

They were Kent Safe School Initiative and West Mercia Safe School Programme. After evaluation the West Mercia Programme was chosen, it provided a considerable amount of researched documentation addressing many of the identified causes. However, it was recognised that further work would be required to improve the programme. For this reason it was decided to pilot the project before making it available to all the schools in Southampton.

It is the intention of this report to concentrate on the holistic nature of the project rather than the individual problems and responses which were aimed at the victim, offender and location of each of the pilot sites. Typical responses included:

- Victim and offender involvement in the 'safe school' consultation process
- Internal and external school activities aimed at raising awareness and risk assessment
- Environmental design

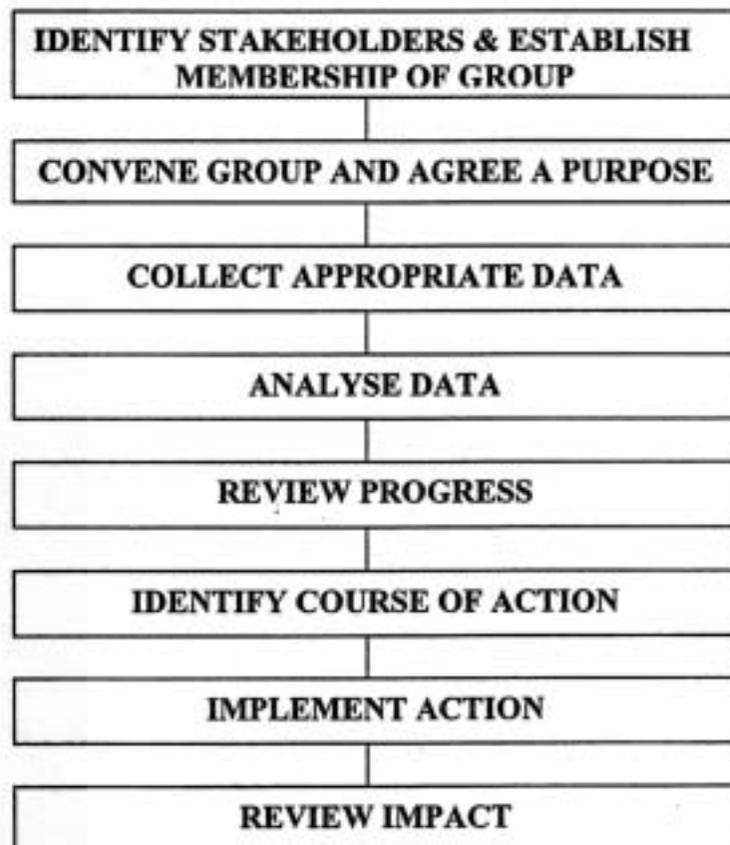
- Increasing formal, informal and natural surveillance
- CCTV
- Rule setting
- Boundary setting via psychological and visual barriers
- Identifying safe and unsafe areas and strategies to improve or reduce risk
- Improved consultation processes
- Celebration and recognition (see Appendix G)

These combined activities provided the schools, police and City Council a means of improving communication and awareness of school safety and security and significant cost savings.

First Response aimed at individual scanning

A process had to be identified to keep police and council involvement to a minimum and place the ownership on providing a continual problem solving structure on the schools. The 'Safe School' project provided this. Each school developed their programme around their underlying causes as compared to the symptoms with support and guidance from the City Council and police. This was achieved in conjunction with the programme pack purchased from West Mercia.

This consisted of the following main headings



It is likely that this process will be cyclical rather than linear: in practice it is possible to return to different points on the chart as and when appropriate. As a process

meetings with the schools were arranged to discuss the implementation of safe schools and provide clear objectives for the pilot.

Initial analysis of second stage scanning

This process clearly provided the schools with a problem solving approach that they could follow easily. This was seen as an essential element of its effective delivery in Southampton. The first stage scanning confirmed the characteristics around the victim, offender and location and the following responses to the underlying causes were identified to be addressed at the pilot schools after the data had been analysed. Whilst the pack had all the essential elements in a 'ready made' format we identified that we could make some improvements to the process, in particular by:

- * Providing an improved structure for funding work programmes.
- * Developing additional school activities.

It was identified that in order to provide levers as well as to support the project a joined up approach to funding was needed. There was a need to provide additional funding to pump prime the project. The first year funding of £107,600 was obtained from the City Councils Education Capital Programme Maintenance Budget. As the project developed the schools themselves contributed from their delegated budgets.

Initial first stage response

Having analysed the initial information the pilot was implemented in an incremental way to spread the demand for resources and funds to an acceptable and achievable level. It was accepted that this project was fairly unique as it combined an overall problem that was subdivided to each school to develop. There was a desire to use each school as a constant monitoring point this provided additional information as part of an ongoing phased scanning aimed at providing depth to the process. In order to identify the links a policy statement was agreed (see appendix -A-).

In order to measure the success of the pilot it was essential to provide baseline data against which we would be able to measure how successful we would be against our objectives. There were some complications around data collection, however we could provide the following.

- Recorded crime data (police) back dated to 1/4/1999 when the new computerised crime recording started.
- Cost repairs to the schools (SCC)
- A calculation of cost savings in person hours
- A calculated aggregate cost per burglary / damage for items stolen / repaired etc.
- Expenditure on security by SCC against comparisons of savings

We were unable to establish any baseline data on non crime complaints made to the police as they had ceased to be electronically recorded and previous data had been removed from the system.

Initial first stage assessment

As with many projects there were emerging problems that were being identified. It quickly became apparent that the identified processes facilitated effective and efficient monitoring, analysis and resolution of problems. The process was inhibited by the conflict of prioritising the numerous statutory recording requirements that already existed within each school. The identification of clear links to the impending 'Healthy Schools' programme, statutory new area of the national curriculum produced by the then Department For Education and Employment (DFEE) was thought to be an essential requirement in providing joint process with the safe school project aimed at improving delivery and reducing bureaucracy to aide future development.

It was also identified that there were clear weaknesses in police response around the activation of intruder alarms within the schools, linked to the often long or lack of attendance by nominated 'Keyholders' as many live a considerable distance from the school. We also identified as part of the monitoring process that there was a need to develop clear guidance in respect of police response criteria for people entering the school site illegally and / or any commission of offences by them.

Further Responses

In order to address the issues identified above the following was completed,

- With clear objectives set within the policy we were in a position to identify the links with the Healthy Schools programme. These are shown in appendix -B- against the 8 activities within Healthy Schools. It was anticipated that the benefit of linking the two programmes would provide a positive platform; providing a lever to encourage if the benefits could be clearly identified and linked to the mandatory programme of healthy schools.
- The council employed a local security firm to act as keyholders to reduce the time the police waited for school staff keyholders to attend.
- A letter was sent to the council and copied to the police command and control for their information (see appendix -C-).
- A flow diagram combined recording form was produced and circulated to the schools to clearly define when, what and who have entered the school site. (see appendix -D-).
- An additional £70,000 of council funding was obtained for year 2 as a result of safe school processes.

Assessment of objectives

The objectives for the initiative were set against the features of the problem taking into account what information / data could be obtained to measure the outcomes of the project. The following provides the objectives and the results of the data, to:

1. Reduce reported crime against burglary and criminal damage over a 5 year period by 60%. The method of defining our target figure was based on what the steering group thought was a realistic and achievable figure.

The reduction would be incremental. The first milestone was set at 28/2/2002 with a 20% reduction target, followed by a 10% reduction per year to the target of 60%.

Table.1		
DAMAGE		
	1/4/99 To 31/7/00	1/8/00 To 28/2/02
St George	7	3
	1/4/99 To 1/7/01	1/7/01 To 28/2/02
Newlands	14	1
	1/4/99 to 28/2/01	1/3/01 To 28/2/02
Fairisle	3	0
	1/4/99 To 28/2/01	1/3/01 To 28/2/02
Sinclair	3	1
	1/4/99 To 31/6/01	1/7/01 to 28/2/02
Millbrook	18	3
	1/4/99 To 31/3/01	1/4/01 To 28/2/02
Red Lodge	2	2
TOTAL	47	10

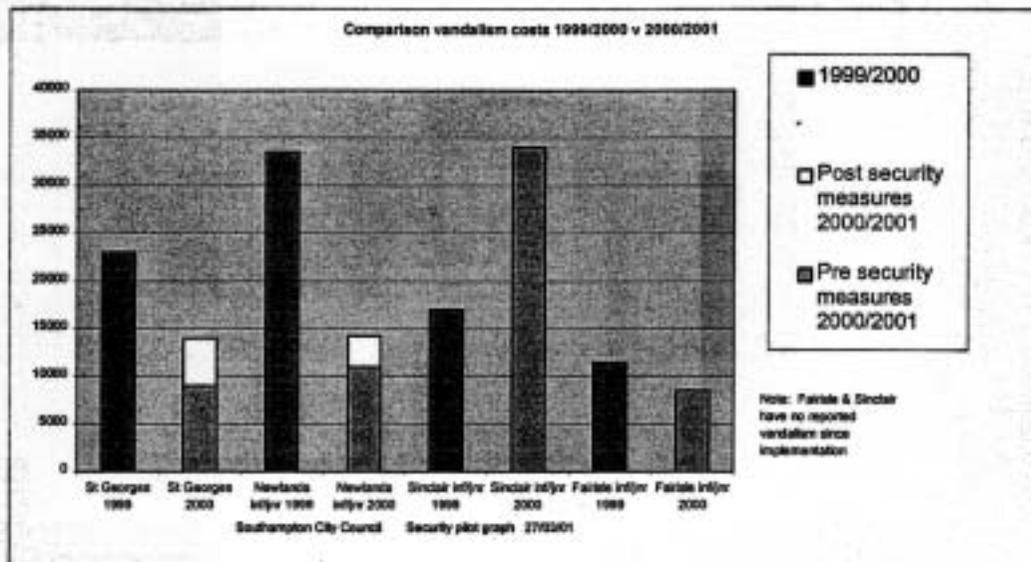
Reduction Sought by first year milestone = 20%
Achieved = 78.7%

Table.2		
BURGLARY		
	1/4/99 To 31/7/00	1/8/00 To 28/2/02
St George	27	1
	1/4/99 To 1/7/01	1/7/01 To 28/2/02
Newlands	16	0
	1/4/99 to 28/2/01	1/3/01 To 28/2/02
Fairisle	13	1
	1/4/99 To 28/2/01	1/3/01 To 28/2/02
Sinclair	15	1
	1/4/99 To 31/6/01	1/7/01 to 28/2/02
Millbrook	9	0
	1/4/99 To 31/3/01	1/4/01 To 28/2/02
Red Lodge	3	0
TOTAL	83	3

Reduction Sought by first year milestone = 20%
Achieved = 96.4%

The above table shows the periods from 1/4/1999 when police automated crime recorded started to the various start dates of the safe school initiative which were introduced incrementally over a 4 month period.

2. Reduce damage repair expenditure by the council to educational premises over a 5 year period by 40%. The same processes were applied. Again the reduction would be incremental. The first milestone was set at 28/2/2002 with a 20% reduction target followed by 5% per year to the target of 40%. The below graph shows reductions of 75% or more for the 6 month period post implementation. These figures remained almost the same until the first milestone and for a large period of the next year.



A cost benefit analysis was undertaken to examine expenditure against incidents and break ins. An example of the cost benefit matrix produced by the council as part of the initiative is shown in the table below. It must be noted that the crimes/incidents they have on their records differ from the 'recorded crime' on police systems.

Newlands Infant and Junior Schools					
Financial Year	Vandalism Costs		Number of INCIDENTS	Number of BREAK-INS	Total COSTS
	LEA	SCHOOLS			
1999/2000	£19,048	£14,200	46	6	£33,248
2000/2001					
Pre security measures	£6,364	£4,000	21	1	
Post security measures	£2,535	£0	14	0	
Total	£13,157		35		£13,157
2001/2002	£8,856	£350	18	1	£9,306
2002/2003	£27,336	£3,000	84	1	
Scheme costs					£27,743
Initial Potential Payback Period					1.25 years

In a report by Luke Pearson Electrical Engineering Services Manager, SCC he highlighted initial financial savings of 60% and a payback period of 1.25 years at Newlands school alone. Feedback from the 'Safe School Group' indicated a significant increase in staff morale from the reduction of vandalism.

3. Reduce police officers time attending nuisance calls to an acceptable level. Acceptable level is defined as 'legitimate calls for service'. This could be achieved by awareness raising activity by the schools to the local community.
4. Reduce time spent by school staff in dealing with incidents of vandalism and burglary.

5. Engage the stakeholders in the safe school process e.g. school staff, pupils and governors, police, Local Authority, local residents and community representatives etc.
6. Heighten pupil awareness around safety and security and links to the national curriculum. (see appendix F)

Second Assessment

This assessment was completed in order to monitor the sustainability of the project beyond the initial reductions. It is accepted that early reductions could have been achieved as a result of media coverage, the high profile of the project and the initial location oriented changes. The process had to be transparent and assess the project long term in order to confidently claim success. Table 4 below indicates recorded crime for damage, table 5 for burglary between 2 ½ and 3 years post implementation. The second period is from the implementation date to 28th February the next year, then for a whole year thereafter.

Table 4			
DAMAGE			
	1/4/99 To 31/7/00	1/8/00 To 28/2/02	1/3/02 To 28/2/03
St George	7	3	14
Newlands	14	1	9
Fairisle	3	0	1
Sinclair	3	1	2
Millerood	11	5	1
Red Lodge	1	2	0
TOTAL	47	10	29

Overall Reduction sought
by year 2/3 = 30%
Achieved = 38.3%

Table 5			
BURGLARY			
	1/4/99 To 31/7/00	1/8/00 To 28/2/02	1/3/02 To 28/2/03
St George	1	1	2
Newlands	10	0	1
Fairisle	1	1	0
Sinclair	1	1	0
Millerood	9	0	0
Red Lodge	1	0	0
TOTAL	24	3	3

Overall Reduction sought
by year 2/3 = 30%
Achieved = 96.4%

The assessment process identified key areas of strengths at four schools and weaknesses at two schools; St George and Newlands school required a cyclical process of problem solving to be applied to identify the weaknesses. Further simple scanning was completed and the analysis identified a series of problems together with the underlying causes. These will be discussed in the next section together with the strengths.

After the initial large reduction in burglary, the reduction has been sustained for ALL locations for between 2 ½ to 3 years post implementation.

Scanning and analysis results after assessment findings

This process identified several problems at the two schools of St. George and Newlands together with the underlying causes. The problems were,

- Early identification of developing problems were not being recorded or actioned in accordance with the procedures of the safe school project.
 - At St. George school, during period 10/1/03 to 28/2/03 there was building work on site which resulted in large amount of stones rubble etc. being left on site. This resulted in a high proportion of damage, 6 crimes in total plus one personal vendetta where a vehicle parked on site was attacked.
 - St. George school weren't completing the safe school process and due to the confusion in the police/council roles and responsibilities early intervention and responses aimed at getting the initiative 'back on track' were not completed.
 - At Newlands school there was a blind spot on the online monitored CCTV coverage and a broken camera that was being exploited. This was responsible for not maintaining the substantial reductions achieved upto the first milestone and explains the huge increase in damage.
 - Newlands school suffered a change in head teacher in 2002, they were not conversant with the safe school process.
- Communication links with the local police appeared to have failed.
- Safe school did not appear to be mainstreamed into some of the schools.

The underlying causes were,

- The temporary loss of the key drivers from within both the police and the council education department.
- The requirement of form completion by the various local and national bodies which was producing duplication and conflict.
- The replacement of the lead police officer was not effectively achieved, for the following reasons
 - There was uncertainty on how long the officer would be absent and there was a reluctance to pass the initiative onto another officers workload.
 - No defined roles or responsibilities.

- o The reluctance of the initiating officer to 'give the project up' in case he returned to division.
 - o Insufficient time spent on 'handover' explanation/time etc.
- The City Council has had difficulties in resourcing Safe School due to considerable demands on officers time. A change of lead officer resulted in the following problems:
 - o Insufficient time spent on 'handover' explanation/time etc.
 - o No defined roles and responsibilities.
 - o An expectation that person would be able to deliver immediately
 - o No defined point of contact within police until approx 6 months later when new police officer was identified.

The strengths of the project were very evident at the schools that had fully embraced it. Millbrook Community School in particular were innovative and applied to its Board of Governors for the funding to employ a 'Safe School Officer' of their own to administer and apply the processes. The result has by far exceeded the schools expectations. They have not only achieved and maintained a dramatic reduction in burglary and damage but also to internal damage caused by students combined with a safer and more controlled educational environment.

The Safe School process identified the need for a 'Pass Out' system to allow pupils out of class, this is now being operated successfully, reducing dramatically the incidents of internal damage caused by pupils.

Cost savings

In calculating the cost savings to the police we applied a formula provided by the force finance department dated 7/5/03 based on our activity analysis combined with cost analysis, providing a aggregated cost per burglary and criminal damage. This does not take into account the cost of attendance and evidence gathering by Scenes of Crime officers of which anecdotal evidence be about 2 hrs per incident.

Police Opportunity Costs			
Offence	Hours	Cost per hour	Total
Burglary	1.8	£13-53	£24-35
Criminal Damage	3.1	£13-53	£41-94

The council have provided the following costing analysis dated 17/4/03 this does not take into account items stolen as this is rarely listed with police crime reports or school records.

Council Opportunity Costs			
Offence	Hours	Cost per hour	Total
Vandalism/Burglary/Incident request for repair	2	£40-00	£80-00
Vandalism/Burglary/Incident activity by school to rectify	2	£40-00	£80-00
TOTAL PER INCIDENT	4		£160-00

Total Cost Savings Per Milestone/Year in person hours saved			
Organisation/incident	Period	No. Reduced incidents	Total Saving
Police- Burglary	up to 28/2/02	80	£ 1,948
Police- Criminal Damage	up to 28/2/02	37	£ 1,552
SCC	up to 28/2/02	117	£18,720
TOTAL			£22,220
Police- Burglary	Up to 28/2/03	80	£ 1,948
Police- Criminal Damage	Up to 28/2/03	18	£ 754
SCC	Up to 28/2/03	98	£15,680
TOTAL			£18,382
TOTAL COST SAVING POST IMPLEMENTATION			£40,602

Cost per burglary (aggregated) of property stolen = £307-82		
Timescale	Number of Burglaries	Cost
1999 – implementation (Baseline)	83	£25,549
		Cost Savings
Implementation to 28/2/02	3	£24,625
28/02/02 to 28/2/03	3	£24,625
TOTAL SAVINGS		£49,250

Total cost savings of project (excluding SCC capital expenditure costs)		
SCC/Police	Opportunity costs	£ 40,602
SCC	75% saving of repair/maintenance	£181,500
School	Cost to replace stolen property	£ 49,250
TOTAL		£271,352

Recommendations for the future

The assessment of the paper based process produced by West Mercia has identified the following actions to improve the delivery of 'safe schools' and provide a framework for the future,

- * To immediately formulate and record clear roles and responsibilities for the members of the steering group. This will enable the replacement of project members to be more effectively managed in the future.
- * Produce new forms that are multi purpose for both safe schools, healthy schools and local and regional procedures to reduce bureaucracy by providing *one* document, which will further promote its use.
- * To integrate the forms into an electronic format that improves the audit process and aides dissemination.
- * There should be a period of joint working where there is an effective 'handover' of responsibilities
- * To align the allocation of security budgets by the council and schools with safe school procedures; by the accurate identification of a response that addresses the underlying causes *NOT* the symptoms.
- * Update the existing 'safe school' logo (see appendix D)
- * The continued use of a security firm to attend alarm activation (we are still unable to collect data, however anecdotal evidence indicates this saves

time and is cost effective)

- * To monitor Safe Schools processes at schools through annual Asset Management Partnership Meetings.

Conclusions

The project has the potential to deliver a wide range of saving in terms of both actual and opportunity costs in the problematic area around crime reduction and safety in and around educational premises, this is enhanced by the structured way funding is administered. When the initiative is updated into an amalgamated computer based programme it will enhance its usability and transferability. The project has demonstrated that by utilising a problem solving approach that co-ordinates activity around the victim, offender and location substantial improvements can be achieved not only in terms of crime, but also around the overall feeling of safety and improved environments in and around schools.

APPENDICES	
Appendix A	Safe School Policy Statement
Appendix B	Links between Safe School & Healthy School
Appendix C	Letter to SCC and Command & Control
Appendix D	Flow diagram/recording form
Appendix E	Safe School Logo
Appendix F	Example of School Activity
Appendix G	Press Release

Appendix A

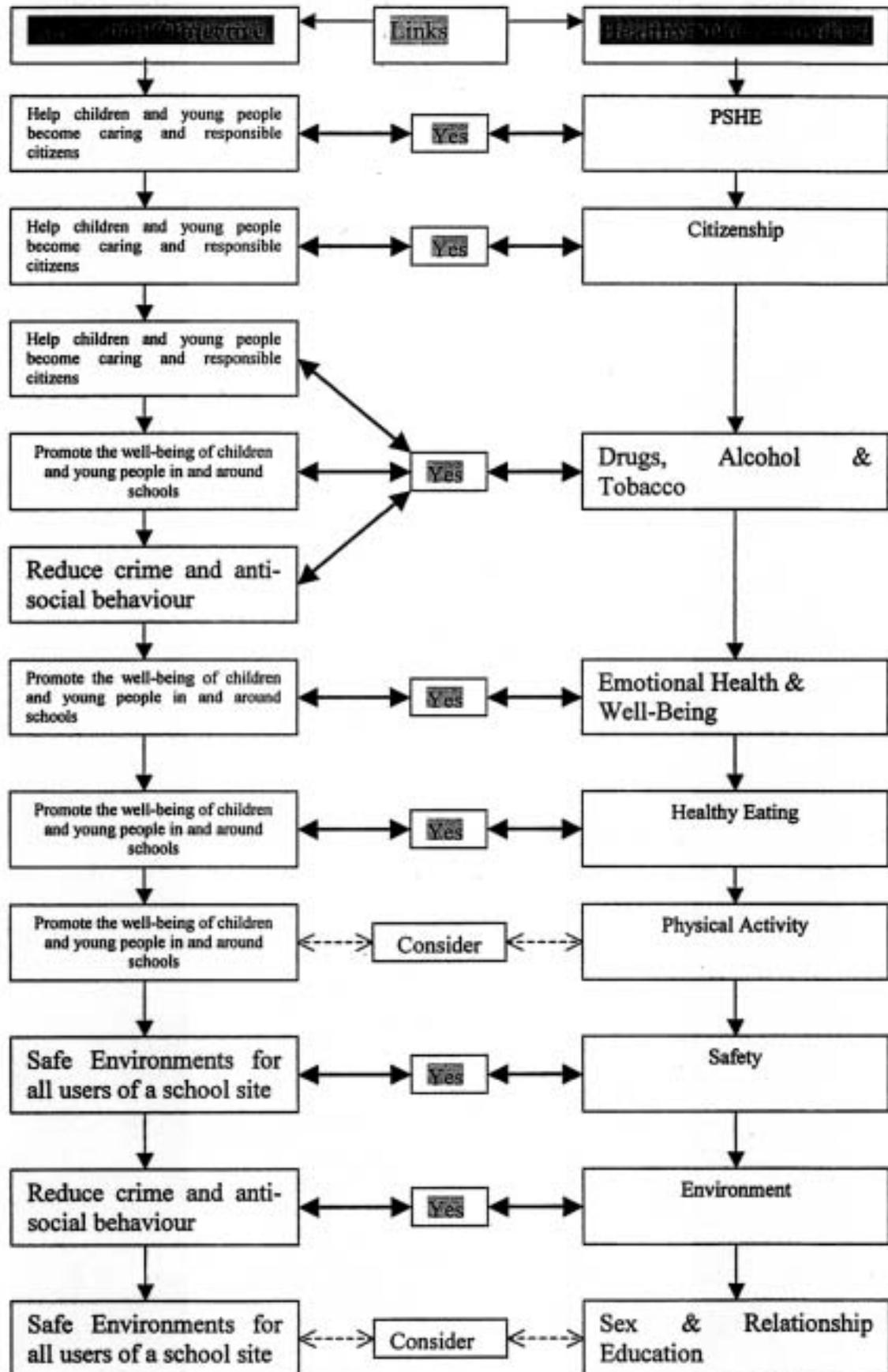
Safe School Policy Statement

Crime and anti-social behaviour are problems which affect us all. The 'Safe School' initiative is important as it enables the whole community and our various organisations to work together to produce effective solutions. The initiative aims to

- * Provide a safe environment for all users of a school site
- * Promote the well being of children and young people in and around schools.
- * Help children and young people to become caring and responsible citizens
- * Reduce crime and anti-social behaviour within the school site
- * Implement effective ongoing identification, monitoring and evaluation processes to provide cost effective solutions
- * Encourage all sections of the community to participate in the processes through consultation
- * Link the initiative objectives with the school curriculum
- * Celebrate the benefits by achieving 'Safe School' certification

The Safe School Initiative was produced with the precise intention of achieving these aims and is an excellent example of partnership working to provide schools that are inclusive not exclusive within communities.

'Safe Schools' and the natural links to 'Healthy Schools'



Southampton Central Police Station
Civic Centre
Southampton
Hampshire
SO14 7LG

Our Ref. S/402/AL

Your Ref. BDS/LP/sc/10337

Tel. 0845 0454545
Direct Dial 023 80674376
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30 July 2001

Mr. L. Pearson
Property Services Division
Electrical Engineering Services
Southampton City Council
Marland House
Civic Centre Road
Southampton
SO14 7LT

Dear Mr. Pearson,

RE: NEWLANDS SCHOOL SITE – MILLBROOK SAFE SCHOOLS INITIATIVE

I refer to your letter dated 17 July 2001 concerning the above.

PC Postlethwaite has fully briefed me as to the nature and volume of crime committed within the site, and I am reassured as to the positive action and mutual co-operation which has been achieved in hopefully bringing the perpetrators of such criminality to book, and reducing associated incidents. You will continue to receive the full support of the Police in this innovative approach.

I understand, however, that an immediate Police response would only be requested where criminal offences are being witnessed in line with high priority call handling and where there will be video evidence to support a prosecution. Given previous difficulties of ensuring an effective alarm response by staff, I would emphasise that it will be the responsibility of the security company to afford an initial response, and that we would only be contacted for a Police response where offences had been discovered.

A more detailed explanation of the Constabulary's call response, crime detection and evidence gathering advice are fully explained within the recent document jointly prepared between myself and Southampton City Council 'A Guide to Police/School Liaison', which I understand has been circulated to all school heads across the city.

I have ensured that PC Postlethwaite has identified the 'gold' repeat victim status of the school to local officers and the Force Control Room in our joint interests.

I trust the aforementioned affords the reassurance you seek, and that the actions you have undertaken in support of the city's Safe Schools Initiative prove fruitful.

Yours sincerely,

Graham P. Wyeth
Chief Superintendent
Divisional Commander

Appendix D

NAME & ADDRESS

FOR SCHOOL USE ONLY



Criminal Activity MINOR
Date:

Illegal Trespass School site in 3 month rolling period

Asked to leave. A positive I.D MUST be made where possible

1st Incident
Date:

Send Legal letter to person
Date:

2nd Incident
Date:

Copy to Police & City Safety (SCC)
Date:

Criminal Activity SERIOUS
Date:

Contact police who will Consider options

POLICE USE ONLY

Criminal Proceedings
Date:

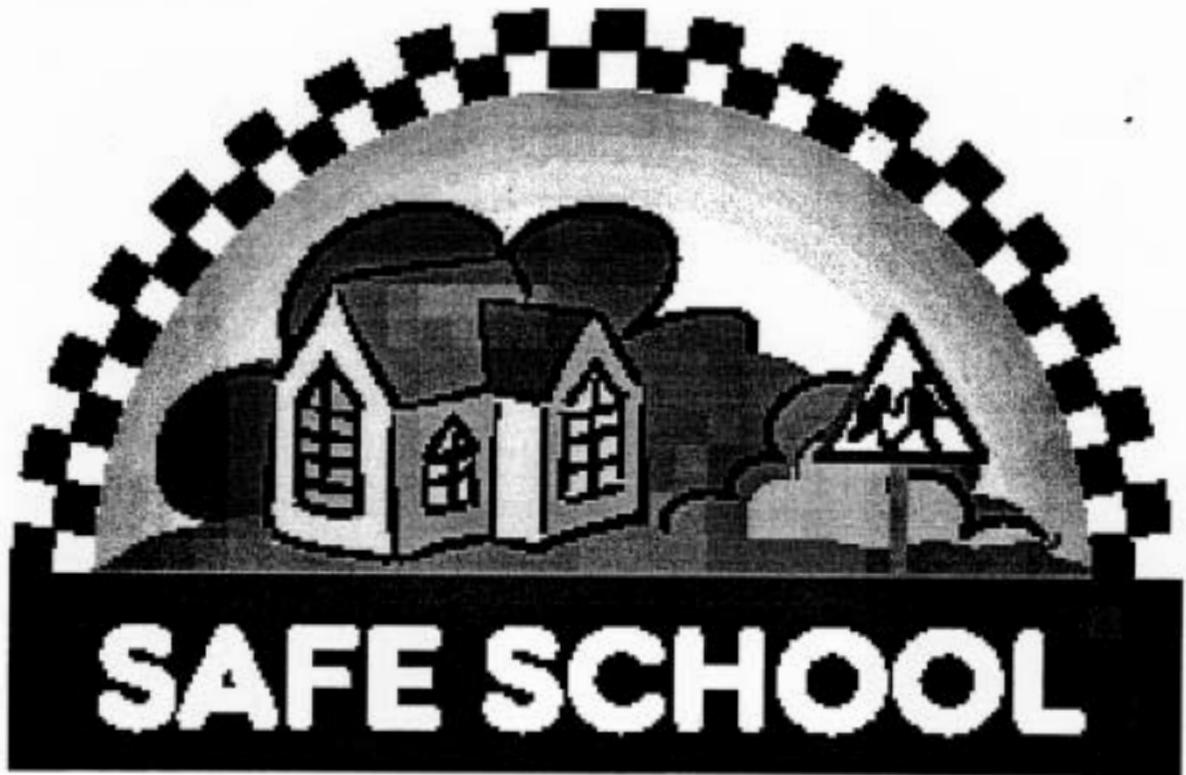
Anti Social Behaviour Order
Date:

ABC order

Council Banning Letter
Date:

Police letter
Date:

ABC Contract
Date:





EDUCATION SERVICES

SAFE SCHOOLS SECURITY PILOT RED LODGE SCHOOL

Notes of Meeting held on 10 May 2001

PRESENT:	Jonathan Jordan	- School Council
	Robbie Plowman	- School Council
	Sue Mackie	- Headteacher
	Glen Floyd	- Chair of Governors
	Alex Wilson	- Community Beat Officer
	Steve Postlethwaite	- Crime Reduction Officer
	John Fulford	- Assistant Manager BDS
	Dave Kitson	- Policy Officer (Sites and Buildings)

1. Outstanding Issues

1.1 JF to cost handrails and security screens

2. Safe schools issues

2.1 Jonathan and Robbie described the issues for the pupils and plotted them on the site plan by number as follows: - (see attached plan)

- 1) Easy access via gate next to swimming pool
- 2) Easy access via main entrance gate
- 3) Some pupils hide out in main sports centre
- 4) Graffiti and some vandalism in toilets
- 5) Aggressive behaviour in changing rooms
- 6) School considering sub division of IS room to provide soft play room
- 7) Traffic exceeding 5 mph speed limit – mainly SCC vans to nursery. Consider speed bumps.

2.2 Issues for Staff

- Attacks/abuse on staff by pupils (5-6 per week)
- Vandalism to staff cars

- Need to drive down exclusions correlates with the rise in attacks on staff. Unions are taking this matter up with Personnel. Safe Schools/Inclusions policy conflict.

Action: DK to raise at Health and Safety Management Group on 24 May 2001

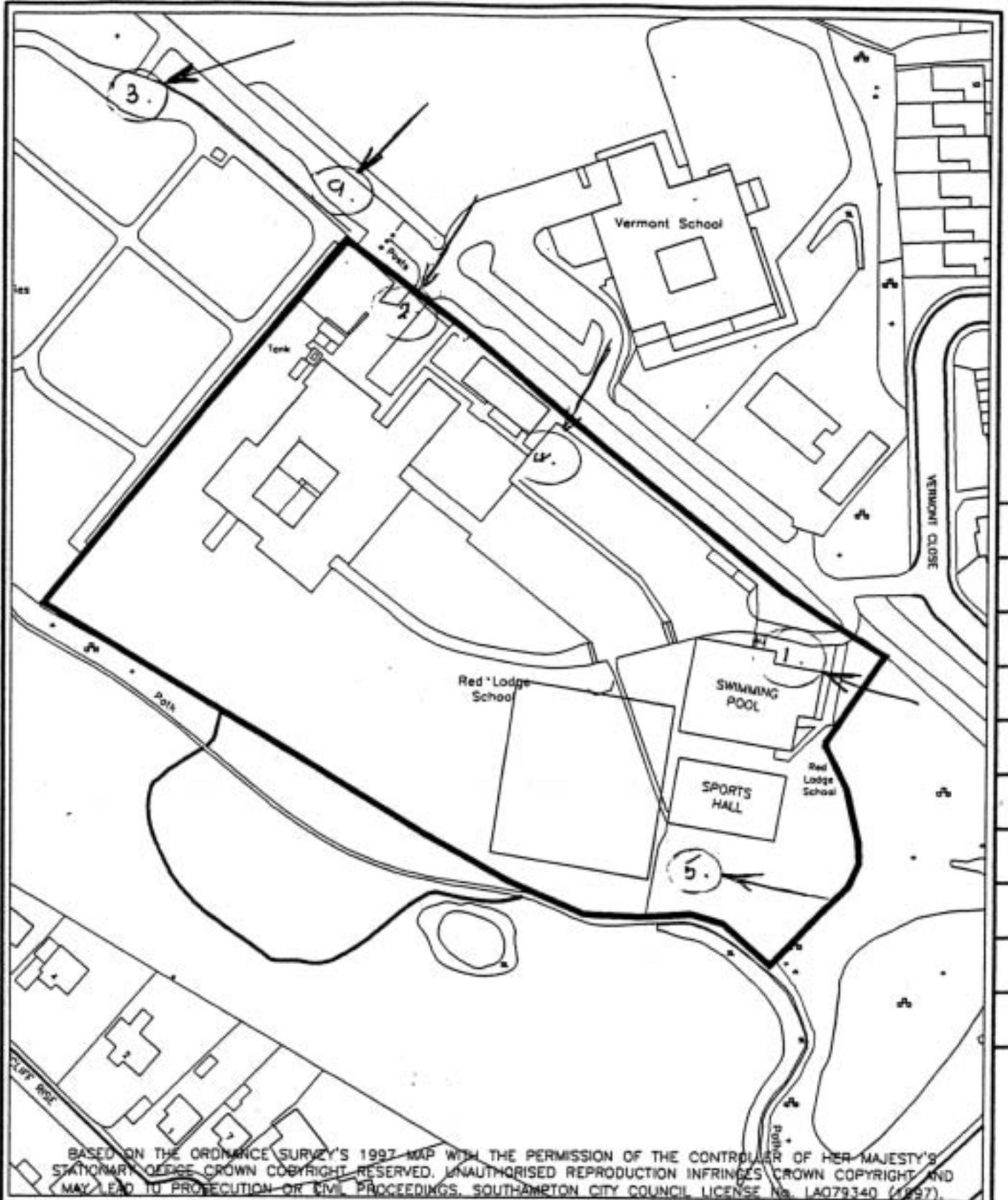
- Physical restraint training required
 - SCIP training
 - Parents not supportive
- 2.3 Agreed that stage 3 of SSI not appropriate for Red Lodge pupils i.e. case study.
- 2.4 Agreed that 2 separate plans should be produced
- by School Council highlighting safety and security issues for pupils;
 - by Health and Safety rep highlighting attacks on staff etc.
- 2.5 Agreed that Action Plan 2.12 should be completed.
- 2.6 School Council to meet with Alex at 2.30 pm on 15 May 2001.
- 2.7 Agreed that handrails should be ordered for half term.

3. Date of next meeting:

2 July 2001 at 1.30 PM

to consider:-

- Feedback from School Council
- Feedback from staff
- Consider Activity 6
- Complete cost benefit analysis PR8 3.30



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LEGEND
 — SITE BOUNDARY



J. SEARS FRICS
 HEAD OF PROPERTY SERVICES
 MARLAND HOUSE,
 CIVIC CENTRE ROAD,
 SOUTHAMPTON SO14 7PP.

BUILDING SERVICES

DRAWING TITLE

SITE BOUNDARY

SCHEME TITLE
RED LODGE SPECIAL SCHOOL

PROJECT NO. SCALE
 1:1250

DRAWING NUMBER
AL01

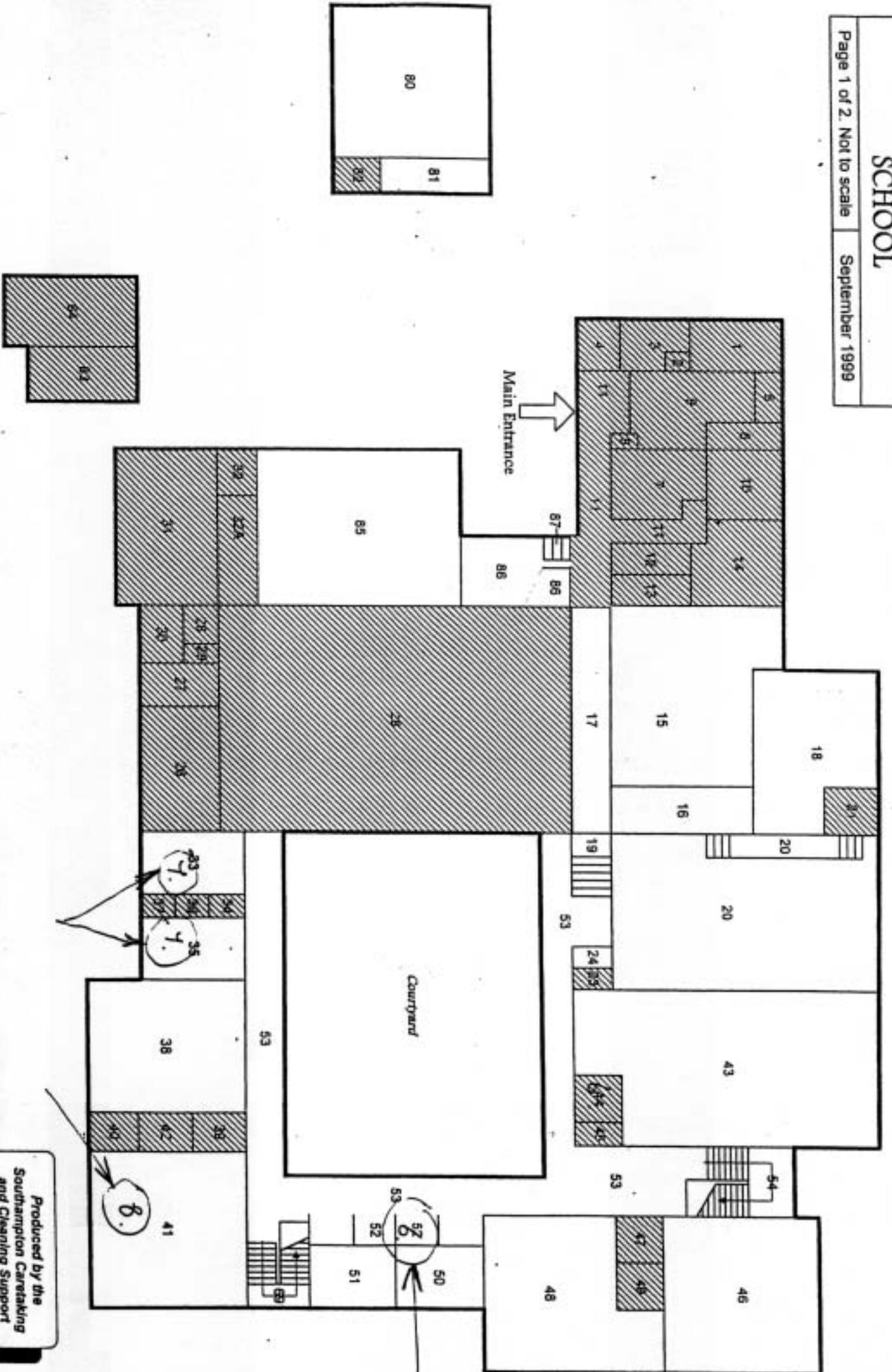
CREATED DJT
DATE 6/10/99
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APPROVED
REVISION

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RED LODGE SPECIAL SCHOOL

Page 1 of 2. Not to scale

September 1999



Produced by the
Southampton Caretaking
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Services



SAFETY FIRST: Councillor Richard Harris presents a certificate to head teacher Nicky Jefferson watched by Chief Supt Graham Wyeth and governors' chairman Harry Adderley.

Pupils win by playing it safe

HAMPSHIRE'S first "safe school" has been recognised.

Newlands Junior School in Millbrook has been awarded with "safe school" status after linking security issues into the curriculum and prompting pupils to take more responsibility for their school.

Headteacher Nicky Jefferson said: "We are delighted to be the first school to achieve the safe schools recognition. Over the past few years we have been badly hit by vandalism on the school site.

"In order to ensure our children and staff are safe in our school we have put a number of measures in place. We have increased the security of the school building by erecting an inner fence on our site as many locals use our school as a thoroughfare to the local shops."

Security locks have also been placed on

By **Kate Thompson**

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all outside doors to keep children safe.

Pupils and parents have become involved with safety awareness and have designed posters to publicise the security campaign.

Education executive member Councillor Richard Harris said: "The scheme encourages schools to look at measures to make their environments safer and involves their pupils in coming up with these security improvements.

"I trust that Newland's achievement will encourage other schools seeking a safer school environment."

Southampton's crime reduction officer PC Steve Postlethwaite also welcomed the scheme and said it helped to awaken children's awareness of security issues.

"The safe school scheme is an excellent example of what can be achieved by the police working together with the local authority, schools and members of the community to make Hampshire a safer place to live," he said.

The award was presented at Southampton's third Safe Schools Conference at the Highfield House Hotel, Highfield Lane.