APPENDIX I

Evaluation Advisory Group Members

Robert Willis	WAG
Linda Robertson Core	National Coordinator, All Wales School Liaison Programme
Adrienne Rees	WAG, DCELLS, Curriculum Division
Graham Davis	WAG, DCELLS, Support for Learning
Gaynor Thomas Team	WAG, Substance Misuse Policy Development
Julia Roberts	WAG (member of the Advisory Group until June 2010)

APPENDIX II

EVALUATION OF THE ALL WALES SCHOOL LIAISON CORE PROGRAMME

A TIME-LIMITED LITERATURE REVIEW: INTEGRATING CURRENT KNOWLEDGE ABOUT SCHOOL-BASED INTERVENTIONS RELATING TO DRUGS MISUSE, ANTI-SOCIAL BEHAVIOR AND PERSONAL SAFETY

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Jane Brown, Adela Baird, Gwynedd Lloyd, Joan Stead Sheila Riddell, Elisabet Weedon (University of Edinburgh), and Janet Laugharne (University of Wales Cardiff)

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1. INTRODUCTION

This review brings together what is currently known about school-based interventions and programmes that promote behaviour change in the fields of substance misuse, anti-social behaviour and personal safety.

Structure of Review

Following this introduction, the summary of review findings (Section 2), and a description of the methodology (Section 3), there is a section on risk and resilience (Section 4). This section provides some context/background information on young people's engagement in risk behaviour such as substance misuse and anti social behaviour. Although this review is not looking at the wider issues associated with substance misuse, anti social behaviour or personal safety, the context in which programmes are developed, delivered and evaluated impacts upon the effectiveness of an intervention, and so a brief overview of these issues is included in this section. For example, there have recently been marked changes in attitudes towards, and experiences of, drug and substance misuse among young people. Alcohol consumption and the use of some drugs and substances, particularly cannabis, have become more socially acceptable and widespread among young people.

In sections 5, 6 and 7 the nature of school based interventions, the characteristics of effective interventions, and who may be best placed to deliver these interventions are discussed, with some examples. Particular attention is given to the relationship between these interventions and the place of PSE/PSHE in the school curriculum.

Section 8 describes the models of deployment of police in schools and the existing knowledge base in the UK. A recent evaluation of police in schools in Scotland is discussed in some detail.

Programme and intervention evaluation

In order to assess the effectiveness of any one approach or methodology, it is important to highlight some of the issues raised by different approaches and methodologies of programme and intervention evaluation. Evaluation at any level is problematical as different perceptions of success/effectiveness reflect the different views and criteria used by the stakeholders concerned. Perceptions of success or effectiveness inevitably involve subjective judgements, and outcomes necessarily reflect a range of relationships between organisations, not just those in the specific project or intervention under evaluation (McCluskey et al 2004). Effectiveness is hard to measure and it is important to keep in mind that such programmes may not directly change people but offer people the opportunity and resources to change

(Chapman 2000). This opportunity to change may, however, also rely upon several key components such as the timeliness of the programme; the appropriateness of the programme; the position of the programme within a larger support system; and the skilled execution of the programme. Chapman also gives an indication of other issues that go towards this complex process of measuring effectiveness:

> *In an age of the political sound-bite, instant gratification and quick-fixes how can one create a programme which will last long enough to deliver sustainable results and develop effective processes which will be proven over time? How can practitioners develop constructive working relationships with young people, funders, local communities, and each other? Just like young people, programmes need time to grow.* (Chapman 2000:83)

As one would expect, there are limitations with this time-limited and broad based review. In particular its extensive focus necessitated a reliance on systematic and meta-analyses where such reviews were available. This approach had both advantages and disadvantages. While the strength of systematic and meta-reviews are that they provide a methodologically robust and sound evidence base for identifying what works over numerous programmes, they fail to provide more detailed contextual data which may inform our understanding why a programme may work in one setting but not another.

2. SUMMARY OF REVIEW FINDINGS

The following provides an overview of the key findings from this review of school-based interventions**.** Although the findings are grouped under different headings the interrelationship between for example, the nature of the intervention (e.g. universal or targeted), the characteristics of the intervention/way it is delivered (e.g. skill based/interactive learning, booster sessions), who delivers it (e.g. peers, teachers and/or other professionals), and the integration of this learning within the Personal Social Education PSE curriculum all have an impact on the effectiveness of an intervention. There is also substantial research in both the UK and USA suggesting that overall connectedness and engagement with school is as important as particular information and knowledge in preventing risky behaviour by young people.

2.1. The nature of school-based interventions

- The place of PSE in the UK school curriculum continues to be somewhat problematic, particularly in the secondary sector;
- The development of PSE involves both whole school, cross-curricular and discrete focused elements and is an important factor in the effectiveness of school based interventions;
- Delivery of PSE by external agencies/ multi-agency teams is more effective when supported by continuing work by school staff;
- PSE delivery requires staff development and support;
- Overall connectedness /engagement with school is as important as particular information and knowledge in preventing risky behaviour by young people.
- Universal/whole school approaches are regarded as cost effective and efficient because they reach a large number of young people.
- Universal/whole school approaches can impact positively on behaviour of ‘at risk’ groups in a non-stigmatising and inclusive way.
- Those excluded from school, regular truants and those most at risk may be less likely to benefit from universal whole school approaches.
- Targeted and indicated interventions depend upon identifying and assessing vulnerable young people and this has also sometimes been found to be problematic. Some teachers defined pupils as at risk in a specific and narrow way e.g. only those being noisy and badly behaved.
- However the efficacy of some life skills training has demonstrated some success of interventions targeted at vulnerable groups and young people at risk
- Different training, priorities and funding can inhibit effective school based inter-agency interventions, though this is mediated when those involved have developed a level of professional trust and understanding.
- Multi component interventions e.g. those involving community, media, school, and parents are presumed to produce stronger effects than

single component programme because different components can reinforce and amplify one another. Evaluations are however costly and time consuming and are at present inconclusive.
- Pupil perspectives are recognized as important, but rarely taken into account during the planning of programmes and interventions.

2.2. Characteristics of effective school-based interventions

- Schools are complex institutions usually engaged in a range of multiple and simultaneous interventions and innovations. It is therefore difficult to attribute direct effect to any particular intervention, although those interventions which are holistic, universal, and which use skill-based interactive teaching styles are more effective.
- Effective whole-school programmes such as Restorative Practices (RP), involve a variety of strategies aimed at restoring good relationships when there has been conflict and harm. RP were often seen to be building on developments already started in schools and to be compatible with other current initiatives. The commitment to, and modelling of, RP by senior staff was important. Success was evidenced in primary schools by a calmer and more positive atmosphere throughout the school. Evidence in secondary schools was restricted to particular departments.
- There is evidence to suggest that holistic programmes that promote mental health by strengthening school ethos, may be as productive an investment as specific programmes;
- Interventions designed to improve relationship skills were sometimes found to be more successful in reducing aggression than those that were designed to enhance non-response to provocative situations.
- Programmes to prevent substance use are often found to be the least effective of school health promotions programmes. At best such programmes are reported to delay onset of drug use;
- Effective programmes are skills-based and use interactive teaching styles;
- Involvement of teachers and pupils in the planning of interventions increases the likelihood of success/effectiveness;
- Targeting interventions at specific age groups is important (e.g. 11-13 years for interventions on substance misuse, and 12-14 years for interventions to prevent anti-social behaviour);
- Booster sessions can enhance the effectiveness of substance misuse interventions.

2.3. Who are best placed to deliver school-based interventions?

- Peer approaches to drug prevention have been found to show some potential in delaying onset and/or reducing levels of drug use;
- Peer support and mentoring schemes have met with some success in initiatives to tackle bullying;

- There are issues about the qualifications/competence of secondary school staff to deliver PSE;
- Evidence from the Blueprint programme, however, found there were minimal differences in delivery of the Blueprint programme between teachers with prior expertise in PSE and those new to this area;
- Teachers largely welcomed the support and staff development provided by some external contributors. However, more resistance was found on the part of teachers to contributors working independently and directly with pupils, without the teacher present;
- External contributors are rated highly when they work with class teacher-delivered education;
- External contributors are effective when they combine their specialist knowledge with the active participation of pupils.

2.4. Deployment of police in schools

- There are three main models of police involvement in schools. The first involves the permanent placement of police offices inside schools, the second involves the police taking on an educative role delivering targeted initiatives, the third model is where the police role is imbedded in a wider network of local organizations working with the school;
- Police in the UK are involved in a variety of supportive and preventative roles including delivering education programmes, preventing anti-social behaviour, working with pupils at risk, and promoting school safety;
- Early process evaluations of police officers in schools indicate that pupils and teachers hold positive attitudes towards their presence and role within schools;
- In the UK initiatives involving police in schools tend to be at the pilot or early stages of implementation therefore the knowledge base in this field is fairly limited and preliminary;
- A recent evaluation of police officers in Scottish schools found that:
  - There were no standard national criteria for police involvement in schools.
  - Deployment was police led with no input from the education sector. This resulted in a gap between formal job descriptions and day-to-day activities;
  - Undertaking group work targeted at challenging or at-risk pupils and information sharing with other support workers and agencies were considered major benefits of the role;
  - Campus police have the biggest impact in deprived areas where communities may lack positive role models and perceptions of the police may be negative.
- When police are located within a school (as in Scotland and in some Safer School Partnerships in England) pupils and staff feel safer in their school.

3. METHODOLOGY

3.1. Weaknesses of the current knowledge base

An ongoing criticism of the knowledge base for school-based interventions, particularly in the fields of drug and substance misuse (McBride 2003; Rice & Becker's 2005; Crome 2006), and the prevention of aggressive behaviour (Wilson 2001; Colman et al 2009) are that they are based on school populations resident in the United States. Midford (2007) estimates that over three-quarters of well-evaluated drug education research is carried out in the United States where: 'federal programmes guidelines mandate that prevention programmes emphasise 'zero tolerance' and abstinence' (Midford 2007:573). Various researchers have raised questions regarding the extent to which it is possible to generalize such findings beyond the country of origin (Faggiano et al 2009). Criticisms of US based interventions are that success tends to be measured in relation to abstinence, including drug and substance misuse (McBride 2003), as well as abstinence from sexual activity. In contrast, other programmes measure success in the delay of onset, harm reduction and enhanced knowledge and resistance skills of students (McBride 2003). Similar criticisms can be leveled at the promotion of mental health in schools. In Wells et al (2003) systematic review of school programmes, all interventions which met the inclusion criteria (i.e. 16 studies) were either American based initiatives or undertaken in Israel.

It is also of note that some school-based initiatives remain at developmental and pilot stages. This is clearly the case in relation to initiatives which deploy police in UK schools in order to tackle anti-social behaviour, reduce crime, deliver programmes and enhance citizenship in schools (e.g. Hurley et al 2008). This obviously has implications for fully assessing whether such programmes help promote behaviour change in young people.

Moreover, some evaluative studies, particularly those focusing on aggressive behaviour and truancy are targeted at boys. While it is clear that evaluative studies tend to be based on the experiences of boys and young men (Mytton et al 2009), UK based research demonstrated that girls who truant and are excluded from school face rather different challenges from that of boys (Osler et al 2002).

An important gap identified in school-based interventions, are those aimed at promoting mental health of socially excluded groups. As Oliver et al (2007) pointed out this is significant research gap in the UK where there is a policy commitment of tackling health inequalities and promoting social inclusion. Other systematic reviews have found that there are few initiatives to prevent drugs misuse in groups most at risk (Roe & Becker 2005).

This time-limited review accessed literature published from 2000 to early 2010. It has utilized in-house library resources at University of Edinburgh and

national/international databases (e.g. ERIC, ASSIA). The Health Board for Scotland library also undertook searches of the following data bases:

- CINAHL (Cumulative Index of Nursing Journals related to nursing and health and Allied Health Literature),
- Cochrane Library Systematic reviews of the literature on medicine, nursing and allied professions
- MEDLINE.

Due to the fact that the research areas of drugs and substance misuse and the prevention of anti-social behaviour are established fields, this review has drawn on meta-analyses and systematic reviews (e.g. EPPI Centre and Cochrane Collaboration) in these areas. In contrast, information on the topic of personal safety comes from a variety of sources so it has been necessary to rely on relevant survey data (Noaks & Noaks 2001; MORI 2004; Cowie et al 2008) and some primary studies (e.g. Hill et al 2006). Moreover, this review has also been mindful of research carried out within the Welsh context (e.g. Case & Haines 2003; Lambert et al 2008). The initial scoping exercise helped formulate questions which informed the processes of the review (see below).

3.2 Questions for this review:

What is the nature of effective school-based interventions?

- What is the place/role of PSE in delivering effective interventions?
- What are the different models of intervention and how effective are they?

What are the characteristics of successful school-based interventions?

- What are the key components of an effective intervention?

Who are best placed to deliver effective school-based interventions?

- Which groups (teachers, professionals and/or peers) are best placed to deliver effective interventions and in what domains?

How do the police effectively engage with schools?

- What is currently known about the role of the police in school-based interventions in the UK?
- What factors influence perceptions of success

4. CONTEXT - RISKS AND RESILIENCE

This section provides an overview of what is known about young people's engagement in risk behaviour, as well as relevant research findings on bullying and issues relevant to children and young people's personal safety. The increasingly risky nature of young people's life experiences has been well documented (see for example Bottrell & Armstrong 2007; Bancroft et al 2004), and there is recognition that young people today are less and less likely to have common experiences. There is also growing evidence of the risk factors known to pre-dispose some young people to, for example, antisocial and criminal behaviour; low attainment at school; and misuse of drugs and alcohol, two of the most prominent are living in an area of deprivation and being excluded and/or truanting from school (Edinburgh Study of Youth Transitions 2007).

There are however, many young people who appear to be resilient and who successfully 'overcome' many risk factors by, for example, succeeding in school and obtaining employment. Resilience is, however, a complex concept that defies simplistic definition, or 'cause and effect' explanations. For example the resilience of children may depend on the resiliency of their parents, and the resiliency of parents and their children depends upon the type, severity and number of risk factors experienced at any one time (Hill et al 2007). Resilience therefore needs to be viewed holistically by taking into account (and making connections with) as many different factors, from as many different spheres, as possible. It therefore needs to be borne in mind that many programme evaluations are rarely able to make these connections.

4.1 Substance misuse

Substance misuse generally refers to the improper use of a range of substances both legal and illegal. These generally include alcohol, prescribed medicines and volatile substances such as glue. The *Blueprint* multi-component drug programme definition of a drug emphasized the physical, cognitive and emotional impact of drug taking: "a substance people take to change the way they feel, and think and behave" (Stead et al 2007: 654).

A study of 580 young people aged 11-17 years in five Swansea secondary schools found that cannabis use was the most popular drug (22%) followed by solvents (12%) amphetamines (11%) and amyl nitrate (10%) (Case & Haines 2003). The large-scale survey of youth across Wales, Scotland and England by Beinart et al (2002) suggested that the most concerning survey findings related to substance misuse. The recent evaluation of the *Blueprint* programme found that drinking and drug use increased between year 7 and year 10 and that pupils considered drinking more acceptable than smoking or drug use (Home Office 2009). While results on tobacco showed some reassuring figures (nearly half of 15-16 year olds in year 11 reported that they had never tried a cigarette), a significant minority of boys (22%) and girls

(29%) said that they smoked *now and then*. The risk of smoking has been found to be greater at particular ages – peaking between 12 and 16 years, then dropping significantly after the age of 20 (Madge & Barker 2007). Findings on the use of glue, lighter fuel and other solvents have been identified as a cause for concern. In comparison to drug use, solvent misuse starts earlier. According to the 2008 SHEU: "Health Related Behaviour Questionnaire", based on a sample of 32,162 young people between the ages of 10 and 15, up to 54% of the 14-15 year olds reported that they were *fairly sure* or *certain* that they know a drug user and up to 18% of the Year 10 pupils said they had taken cannabis (Balding 2008).

4.2. Alcohol

Young people's levels of alcohol consumption have increased considerably in the past ten years, particularly in the UK. For example, surveys of health behaviour across the European union indicate that young people in Wales report some of the lowest abstinence rates for alcohol consumption in Europe, dropping to 2% among 15 year olds and that levels of weekly beer consumption among 15 year old boys in Wales has been identified as a particular concern (Currie et al 2002: 111). A recent UK wide survey reported a 54% prevalence rate of binge drinking among 15 and 16 year olds, with notable increases in binge drinking among young women (Desousa et al 2008). In 1998 the average consumption among 11-15 year olds in the UK was 9.9 units of alcohol per week compared with 6.0 units per week in 1992 (Foxcroft et al 2003). In a recent survey conducted in 2008 up to 11% of 11-12 years olds reported having had an alcoholic drink which is more than a sip in the last 7 days (Balding 2008). Many of the risks associated with alcohol consumption arise from the links with anti-social behaviour, including vandalism, fighting and petty crime (Furlong and Cartmel 2007). The serious risks associated with excessive alcohol consumption are well documented, including the increased risk of injury (Thomas et al 2007), involvement in violence and unprotected sex (Furlong & Cartmel 2007), and the longer-term health for by children and young people.

4.3. Anti-social behaviour

Developed knowledge of risk and protective factors highlight the complex links between vulnerable young people, drugs and substance misuse and anti-social activity. The term 'anti-social behaviour' is a particularly broad concept that indicates a set of conditions (Paris & Prior 2005). Key characteristics of anti-social behaviour are that it is harmful to other people and the behaviour is viewed as serious and persisting over time. Examples of anti-social behaviour include vandalism and criminal damage, graffiti, joyriding, as well as substance and drugs misuse. The current focus on enhancing young people's self confidence and acquisition of social skills to cope with risks, including personal safety, has been initiated by heightened awareness of the impact of bullying on children, as well as high profile, extreme incidents of violence on school premises (e.g. Dunblane). The prevention of anti-social

behaviour in youth has been high on the New Labour policy agenda, as a means of promoting inclusion and addressing social cohesion. Criminological studies also suggest that anti-social activity is a fairly reliable indicator that the perpetrator will go on to commit a criminal offence at a later stage (Farrington 2002).

A large-scale survey undertaken in England, Wales and Scotland (Beinart et al 2002) showed that approximately 40% of 14-15 year olds had reported stealing at least once in their lives while almost a third at year ten pupils (31% of boys and 33% girls) reported that they had vandalized property. It is well established that a proportion of the young people identified in a range of settings as being 'at risk' are more likely to engage in various forms of anti-social activity. All truancy, exclusion from school and bullying are known to be connected to the risk of offending and anti-social behaviour. Prior & Paris's (2005) literature review of the prevention of anti-social behaviour found that school-based risk factors for crime and antisocial behaviour related to:

- achievement;
- interaction;
- commitment or investment in schooling.

Excluded pupils are more likely to commit offences than those children in full-time education (Bowles et al 2005) and some large-scale surveys show that a proportion of excluded children tend to have committed more serious offences than children not excluded from school (MORI 2006). European-wide surveys of 15-16 year olds have indicated that poor school performance and truancy are strongly associated with increased use of tobacco, alcohol and cannabis (Muscat et al 2007). Muscat found that young people who had taken drugs in the past year i.e. 14% of the sample were more likely to report that they:

- were underachieving at school;
- lacked commitment to their school.

UK based research also shows links between school exclusion, drug use and anti-social behaviour, although the exact nature of this relationship is poorly understood (McCrystal et al 2007). In addition, young people who also report poor relationships with teachers have been found to be disposed to drug use (Case & Haines 2003). DrugScope164 (2001) found that general drug misuse and smoking was fairly common among vulnerable youth, including looked after children, rough sleepers, youth offenders, those excluded from school, and children of drug using parents. Young people excluded from school are 90 times more likely to become homeless than those that stay on at school and pass examinations McCrystal et al (2007).

A number of studies have found differences in the type and rate of offending between young people permanently excluded from school and those on fixed-term exclusions. Permanently excluded pupils were much more likely to be involved in delinquency than fixed-term excludees (Hogson & Webb 2005). Primary studies which have tracked high risk young people over time have also found that by the age of 15 years school excludees exhibit a number of

risk factors including disaffection from school, poor levels of communication with parents/guardians, increased anti-social activity and drug abuse (Crystal et al 2007: 45). A study of young people at risk based in Swansea found that young people who used drugs were more likely to state that they underachieved at school, had poor relations with teachers and 1 in 4 reported disaffection from school (28%) as well as lack of commitment to school (24%) (Case & Haines 2003: 245). Young people who indicated that there was high availability of drugs in their own neighbourhoods and who felt unsafe there during the day were identified as predictive of drug use. As with other studies, strong links between truancy, school exclusion and drug use were also highlighted.

Weapon carrying has been shown to be associated with increased risk of fighting and fight related injury in young people (Mytton et al 2009). Some studies have also found a strong relationship between illegal drugs use and young people reporting that they had on some occasion carried a weapon (McKeganey & Norris 2000). Recent survey data indicated that 7% of 16-17 year olds has carried a knife and 1% carried a gun, in the last 12 months (Wilson, Sharp and Patterson, 2006). A survey of 11,400 young people aged 11-15 years, in inner London schools (all in areas with high levels of crime and socio-economic deprivation) found that the most commonly cited reason for carrying a gun was to defend oneself (see Neill cited in Hayden In Press).

4.4. Personal safety

Personal safety in young people generally refers to their ability to manage both positive and negative risks in the course of their everyday lives (Madge & Bray 2007). Risk of harm at the hands of other people, typically peers, is particularly relevant in the context of schools and local communities. A recent survey of 150 Local Authorities in England illustrated that the personal safety of pupils and staff ranked as the highest concern for schools and local authorities (Lloyd & Ching 2003).

Self report surveys show that young people are more vulnerable to victimization at particular ages. For example, children and young people report that they experience, much higher rates of victimization than older teenagers and young adults. Half of children attending school surveyed in the 2004 YJB Youth Survey (including England and Wales) had been victims of a crime in the previous year. Under one-fifth (18 %) of young people aged from 10 to 25 years had been a victim of an assault in the last 12 months, with 10 to 15 year olds more likely to have been victims than 16 to 25 year olds (CTC 2005). In terms of the location of victimization, mainstream pupils are more likely to be victimized at school than elsewhere (MORI 2004).

Bullying surveys show that more than 1 in 4 secondary school children in the UK reported that they had been bullied in the previous term while half of all primary children said that they had been bullied at some time (Oliver & Candappa 2003; Hayden 2008). This is supported by previous research findings that demonstrated that particular types of bullying peak in the primary

years and tend to decrease as young people progress through secondary schooling. However there is evidence to show that some kinds of bullying may be increasing and that cyber bullying in primary and secondary schools, including receiving abusive texts, video clips and e-mails is a mounting problem. A high proportion of cyber-bullying has been found to be conducted through mobile phones and text messaging (Cowie Forthcoming 2010). In the UK, Smith et al (2008) (cited in Cowie) report findings from a survey of 533 secondary school students. Cyber bullying was found to increase with age – from 14% at age 11-12 years to 23% at age 15-16 years, suggesting that the forms and modes of bullying change over the teenage years. Girls were more likely to be victims of cyber bullying than boys and the most common perpetrator was identified as a person or persons in the same class (21%), or a different class in the same year group (28%). Results from other studies indicate that cyber bullying has increased in recent years.

It is also well established that boys are more likely to bully and be victims of bullying than girls (Lambert et al 2008). Large-scale self report data show that approximately half (47%) of young people in mainstream education worry about the threat of physical attack while a similar number of young people report this not to be the case (46%) (MORI 2004). Despite differences in reported experiences, more girls say that they worry about being attacked than boys (56% compared with 39% of boys). Survey results show that young people make an explicit link between feeling safe and connected to school with the quality of their peer relationships (Cowie & Oztug 2008; Hayden 2008). Studies of mental health in young people also show that they view the quality of peer relations as key to their mental health (Oliver et al 2008). Cowie & Oztug identified various places in school where pupils said they felt threatened. The majority of pupils felt safe in classrooms, while toilets were the most likely areas for feeling unsafe and this was explained in terms of other threatening pupils who choose to spend time there. Hayden's survey found that most young people in her sample felt safer inside school than outside school: 80.8% reported feeling *fairly safe* or *very safe* in the classroom, 71.2%. In school but outside the classroom and 54.5 % when outside the school premises (Hayden 2008: 32).

4.5. Evidence for behaviour change

The key determinant of a successful school-based intervention, as specified by numerous reviewers, is the extent to which the programme effects behaviour change in children and young people. It is generally agreed that using this parameter, evaluations of drug and substance interventions show variable and some disappointing long-term results (e.g. D.A.R.E. programme see Thombs 2000). Few evaluations of school-based drugs misuse interventions have identified long-term effects on drug use, although there is fairly strong evidence that a number of programmes show short-term benefits and that they can delay onset of risk behaviour. As a result, many existing evaluations of drug misuse focus on short term outcomes and there is a lack of those conducted over sustained periods of time (Faggiano et al 2009). Multi-drug and single drug focus programmes to tackle smoking behaviour

however have shown more promising results and some success in modifying behaviour (McBride 2003; West 2006).

Wilson and Lipsey's (2003) meta-analysis demonstrated that school-based interventions can have a positive impact on aggressive behaviour in the school. They concluded that programmes to address violent and aggressive behaviour can reduce existing levels of interpersonal aggression in schools rather than preventing aggression from occurring:

> *The pattern of findings indicates that the role of school-based programs is not so much to prevent potential increases in aggressive behaviour as to reduce the levels already occurring.* (Wilson and Lipsey, 2003:147)

Similarly, Mytton et al (2009) meta-review of 54 studies found that programmes had the potential to produce moderate, positive effects. Success was estimated through teacher rating of student behaviour or reductions in the number of school responses to aggressive behaviour, including referrals to the head teacher. While meta-analyses of evaluative studies tend to identify small-scale effects in changes in student behaviour, Hayden argues that modest 'effect size' gains actually make a significant difference to large numbers of children and young people (Hayden 2007: 139).

Reviews from other related domains have found that the most effective school-based, universalistic programmes are those that promote mental health and adopt a health promoting school approach (Stuart-Brown 2006: 16). Stuart-Brown found that programmes that promote mental health may be a better investment than programmes that prevent substance misuse. She concluded that health promotion programmes that were more likely to change behaviour were complex and multifaceted. They were also more likely to target more than one domain for example the curriculum, school environment and community.

5. WHAT IS THE NATURE OF EFFECTIVE SCHOOL-BASED INTERVENTIONS?

5.1 Personal and Social Education (PSE)

The effectiveness of school based interventions can be substantially enhanced when interventions are fully integrated into a schools PSE programme. However, in 2007 the UK came bottom of the international table of 'rich' nations for 'family and peer relationships' and for 'behaviours and risks', suggesting a major challenge for PSE/PSHE in schools.

> *The true measure of a nation's standing is how well it attends to its children – their health and safety, their material security, their education and socialization, and their sense of being loved, valued, and included in the families and societies into which they are born* UNICEF 2007

The place of PSE/PSHE in the UK school curriculum continues to be somewhat problematic, particularly in the secondary sector. Most policy documents, including that of the Welsh Assembly Government, recommend both discrete and cross-curricular approaches. Secondary school staff, however, often receive limited training in PSE, and may not feel confident in delivering more challenging aspects of the curriculum. Timetabling and staffing issues often militate against the delivery of PSE by enthusiastic, trained and confident teaching staff.

> *The history of Personal, Social and Health Education in the UK is one of struggles to combat the effects of a separation from, and disjunction with the aims and processes of the mainstream curriculum. It is an area of the curriculum that has struggled to have status, adequate resourcing and to be taken seriously. This is not merited but is the consequence of a 'bolt on' approach* (McLaughlin 2008).

The quote above is from a review of recent literature and research by McLaughlin; the review relates developments in PSE to changes in thinking and research about young people and emotional intelligence, resilience and protective factors, and mental health. She contrasts approaches to PSE that focus on individual development with wider whole school and community approaches, arguing that both are needed in an effective model.

There is now substantial research in both the UK and the USA suggesting that overall connectedness /engagement with school is as important as particular information and knowledge in preventing risky behaviour by young people.

> *Positive school connections can decrease risk-taking behaviors by providing youth with prosocial and empowering opportunities. Youth who feel emotionally supported in their school report feeling more efficacious in making healthy, informed decisions and displaying features of resiliency to potential life stressors (Resnick et al., 1997).*

> *Results from the National Longitudinal Study of Adolescent Health indicated that when adolescents perceive themselves to be a positive part of their school and when they feel cared for and respected by their peers, teachers and staff, they are significantly less likely to use alcohol and other drugs, engage in violence, depression or suicide and initiate early sexual activity (McNeely, Nonnemaker, & Blum, 2002; Resnick et al., 1997* (King and Vidourek 2010)

The longitudinal study of young people's mental health mentioned above (McNeely et al 2002) also found evidence of an association between protective factors such as individual resilience, coping, connectedness to schools, caring adults and peer group and social support, and better educational outcomes for young people.

The connection between whole school approaches to emotional health and well-being and high achievement was made in their document on PSE by the DES in 2005:

> *In a school, it demands supportive relationships, a high degree of whole community participation, independent learning and clarity with regard to rules, boundaries and expectations. These elements have been shown to lead to higher academic achievement, greater interest in learning, better teaching, less truancy and improved attendance.*
>
> *Several commentators cite how developing social, emotional and behavioural skills can result in a wide range of educational gains, including better problem-solving skills and higher levels of motivation and morale across the whole-school community. These skills can play an active part in targeted activity such as reducing levels of bullying and reintegration of persistent truants (DES 2005).*

In relation to substance misuse/drug education in PSE there have been some key criticisms of the contribution of schools.

> *The demands of delivering the standards agenda frequently means that time for PSHE (a non- statutory subject) is under pressure. Unless a schools SLT are aware of the contribution that a well-planned programme of PSHE developing values, skills and knowledge can make to young people's personal well-being and achievement, such issues are unlikely to be taught effectively* (Effective Drug Education Survey Dug Education Forum 2008).

The Estyn report (2007) on substance-misuse education programmes argued the need to ensure:

> *… that teachers take a more active role in supporting the learning when outside agencies take the lead in delivering lessons; monitor and evaluate substance-misuse education programmes; and maintain a supportive environment for all pupils, whilst being responsive to the needs of those pupils whose particular behavioural problems or family*

background may put them at particular risk of hazardous substance use.

The WAG 'Working Together to Reduce Harm' document argues that: *Studies show that effective education programmes are skills-based, use interactive teaching styles.*

The Estyn report comments that: *Generally, most teachers, especially in secondary schools lack confidence and expertise in this area and this hampers the effectiveness of the teaching and learning* (Estyn 2007).

The main types of school-based intervention include those aimed at whole school populations and those that are targeted at particular groups, including vulnerable children and young people deemed at risk. Prevention approaches can therefore include universal and targeted, in addition to what is termed 'indicated interventions'. In practice however, schools typically adopt a combination of approaches in order to address pupil behaviour and promote healthy lifestyles and well being, and many schools are increasingly involving other professionals in learning, teaching and support.

5.2 Whole school programmes

Universal school-based interventions address the entire school population with messages aimed at preventing or delaying the onset of particular problem behaviors and/or promoting a positive school ethos. Generally, whole school approaches are regarded as a cost effective and an efficient way of reaching large numbers of children and young people. In the literature, acknowledged benefits of universal programmes are that they enjoy high participation rates and can impact on the behaviour of 'at risk groups' in non-stigmatising and inclusive ways (see for example Restorative Practices in schools **6.1**). It has been argued that universal approaches fit particularly well with the current 'social inclusion' agenda within education (Sutton et al 2005). However, as we have indicated, some of the most vulnerable young people are at the most risk are those excluded from mainstream schools. Universal drug education programmes have been criticised because they do not target those most at risk of developing problematic drug misuse (Coggins 2005). The other side of this argument is that the period of adolescence is an established risk taking phase, and research has indicated that many young people who engage in what might be termed anti-social activity only do so for relatively short periods (Furlong & Cartmel 2007). This makes universal interventions an attractive option given that they reach a large and diverse population.

5.3 Targeted interventions

Targeted interventions are selectively directed at subsets of children and young people that are assessed as being at risk for problem behaviors. However, accessing high risk youth and children has been highlighted as a key challenge for selective interventions given some of the lifestyle factors

which are associated with vulnerable groups (Roe & Becker 2005). As a result there may be ethical and methodological issues in relation to identifying vulnerable youth in mainstream settings. One of the few studies which has examined teachers' perspectives on identifying young people at risk found that teachers interpreted vulnerable young people in a specific and narrow way. Teachers reported that they perceived young people to be at risk when they displayed challenging and anti-social behaviour in the classroom and were excluded from class (Deed 2007), rather than presenting with other concerning behaviour (e.g. a student being overly withdrawn). The initial roll out of the Safe School Partnerships, originally targeted at areas of high crime and disadvantage, is a UK based example of a selective, multi-pronged intervention (see **8.3.**).

5.4 Indicated interventions

Indicated interventions are early forms of interventions that identify individuals who are exhibiting initial signs of problem behavior(s) and target these with special programmes to prevent further onset of difficulties. These types of programmes usually include working with parents and adopt a multi-disciplinary approach to tackling problem behaviour in younger children (Hayden 2007). One of the aims of Sure Start is the early identification of problem behaviour and it is an example of this approach adopted in the UK, as is the "On Track" programme.

5.5 Inter-agency working

Many schools have established school-based interagency meetings for individual pupils who are considered to be at risk and many schools are increasingly involving other professionals such as police, youth and health workers in the delivery of some aspects of PSE/PSHE. However, research shows that there still remain barriers to successful and effective inter/multi disciplinary working (Lloyd, Stead & Kendrick 2001, Wilson & Pirrie 2000: Atkinson & Kinder 2002). For example, an evaluation of school-based inter-agency meetings found that differences in focus, training, funding and hierarchies between schools and other professionals can inhibit effective collaboration, though this is mediated when the professionals involved have developed a level of trust and understanding, and they can work in a 'less bounded' way (Stead, Lloyd & Kendrick 2003).

However, the literature shows that the most successful interventions to tackle poor attendance and behaviour are those using a variety of approaches to address these types of issues (Sims et al 2008). Stand-alone substance misuse interventions have been found to produce minimal effects or be short-term in duration. Given that 'high risk' youth are likely to experience multiple problems and experience more difficulties with regard to their mental health (Oliver 2008), effective interventions to tackle drug misuse and anti-social activity need to be multi-faceted and to include a variety of components (Roe & Becker 2005; Prior & Paris 2005; Hayden 2007). Research has indicated

that the multiple indicators of teenage problem behaviour are intimately related (McCrystal et al 2007).

5.6 Multi-component Interventions.

Within substance use prevention, the label 'multi-component' tends to be used to describe interventions comprising not only a mix of activities but a *particular mix* of activities and approaches. Most typically this includes a core universal component delivered through a school, supported by media activity (which has a broader target group), activity in a community setting or involving community organisations, and activity directed at parents. Policy-level activity is also sometimes included. The thinking behind multi-component drug prevention programmes is that prevention targeted at young people in the classroom 'radiates out' to affect their family and local community, reducing the acceptability of and opportunities for drug use. Multi-component interventions are presumed to produce stronger effects than single-component programmes because the different components reinforce or amplify one another and combine to produce a greater and longer-lasting effect. In practice, schools typically adopt a combination of approaches in order to address pupil behaviour and promote healthy lifestyles and well being (the above as described in the Blueprint Report: Stead et al 2007a). An important issue raised by the Blueprint evaluation was the 'fidelity of the school component delivery', which highlighted the importance of implementing the programme as intended to facilitate the measurement/identification of evidence (Stead et al 2007).

The evaluation also found, however, that the original design of the Blueprint evaluation was not sufficiently robust to allow an evaluation of impact and outcomes and consequently the report cannot draw any conclusions on the efficacy of Blueprint in comparison to existing drug education programmes. Some elements of Blueprint components were delivered as planned and appear to have had some positive impacts in their own right, but it is unclear to what extent they enhanced other parts of the programme, or were in turn enhanced by them (Stead et al 2007). However, evaluating programmes on this scale is not straightforward. The multi-component approach and the large sample sizes make this type of work costly and time consuming. Future initiatives should look again at the viability of using matched samples for comparison purposes and ways of scaling down the overall breadth of the project to focus on pupils and their parents. If pupils were followed up over a longer period, it would also be possible to monitor drug use behaviour as pupils got older and were increasingly exposed to drug offers. (Blueprint Report 2007: Response of Pupils and Parents to the Programme).

5.7. Incorporating user-views and pupil participation

While it is clear that governments across the UK wish to promote consultation with children and young people in the policy process (and this is emphasised in the WAG commitment to childrens' rights), it appears that at the level of

programme delivery this is not always realized in practice. There exists a strong agreement among reviews of school drug education programmes that initiatives need to have relevance and meaning to students. Very few drug education programmes are based on young people's experiences (McBride 2003). Similarly, a recent systematic review on the barriers and facilitators of interventions to promote mental health in young people found that interventions rarely took into account young people's perspectives on what they viewed were significant barriers to their mental health. Young people identified barriers such as loss of friends, exposure to violence and bullying as significant factors which impacted on their well being (Oliver et al 2007). Programmes did not build on what young people identified as key facilitators of mental health including access to material and physical resources, including financial security and future employment.

6. WHAT ARE THE CHARACTERISTICS OF EFFECTIVE SCHOOL-BASED INTERVENTION?

The following provides an overview of some of the key research findings on a range of effective school-based interventions and their characteristics. Given the focus of the AWSLCP and its remit to deliver a universal intervention, this section will focus on universal, school-based interventions and to a lesser extent on targeted interventions.

6.1. Example of a whole school approach – Restorative Practices

One example of a whole school approach to address disaffection, behaviour difficulties and violence is that of Restorative Practices. Restorative practices (RP) have developed in schools from growing international practice in restorative justice with offenders. An increasing number of schools throughout the UK are attracted by the key ideas of Restorative Practices: that is, the need to restore good relationships when there has been conflict or harm; and develop a school ethos, policies and procedures that reduce the possibilities of such conflict and harm (Lloyd et al 2007). RP was often seen to be building on developments already started in schools and to be compatible with other initiatives. Indeed, successful primary schools developed a blended approach to their initiatives, and the values and ideas associated with RP provided the 'glue' integrating these into an overall approach.

To deliver its aim of restoring good relationships when there has been conflict and harm and to promote a strong positive ethos in schools, RP employ a variety of strategies or practices. These include:

- restorative ethos building;
- curriculum focus on relationships/conflict prevention;
- restorative language and scripts;
- restorative enquiry;
- restorative conversations;
- mediation, shuttle mediation and peer mediation;
- circles - checking in and problem-solving circles;
- restorative meetings, informal conferences, classroom conferences and mini-conferences; and formal conferences.

An evaluation of RP in 18 schools in 3 Scottish Councils (Lloyd et al 2007) found RP was found to be most effective when Head teachers and senior staff are fully committed, and when all those in the school community, including support staff, janitors and pupils are actively involved. Findings also indicated the atmosphere in most of the pilot primary schools became identifiably calmer and pupils generally more positive about their whole school experience. It was also found that a small number of primary schools in the pilot had raised attainment, and in several there was a decrease in

exclusions, in-school discipline referrals and out-of-school referrals. There was also clear evidence of children developing conflict resolution skills.

In secondary schools the evaluation found the initial development of RP was more strongly linked to 'dealing with' discipline issues, with this challenging deeply held beliefs around notions of discipline and authority. The size and complexity of secondary schools meant that development of RPs was often restricted to particular departments and dependent upon the commitment of staff, in particular the commitment of senior staff.
Implementation of RP in Scotland is, however, in its early stages – too early for claims to be made about long-term impact or sustainability. Schools were at very different stages of development at the end of the two-year evaluation. However, it is clear that significant success had been achieved in some schools (McCluskey et al 2008).

Whole schools approaches involved a strong focus on ethos and relationships in school, a broad view of RP as both prevention and intervention, strong leadership / modelling by HTs and as key staff as well as the involvement of subject teachers and support staff.

6.2. Health Promoting Schools

The health promoting school model is a promising example of a holistic approach to health promotion at school level linking and integrating issues such as diet, drugs misuse, mental and sexual health:

> *The concept of a Health Promoting School (HPS) is based on a whole school approach to pupils extending well beyond the specific health education programme to incorporate the school's physical environment, ethos facilities and provisions and the hidden curriculum.*
> (West 2007: 421).

The hidden curriculum includes: school ethos, code of discipline, prevailing standards of behaviour, staff attitudes to pupils and what Stuart-Brown terms as: "values implicitly asserted by mode of operation" (Stuart-Brown 2006: 7). This universalistic approach to health has been found to have success in some specific health domains, particularly smoking as compared with other issues such as drugs, healthy eating and diet (West 2007). What is emerging is a complex picture where the mediating effects of school, community, family and peer, impact in different ways for particular health behaviour. For example, diet and healthy eating are influenced to a greater extent by family background, while levels of smoking are reduced by school-based interventions (West 2007).

There are some encouraging results with particular programmes that aim to improve the health of school populations by strengthening school ethos including improved school organization and pupil participation. Bonell et al (2007) reported on randomized control trials of an evaluation of Aban Aya

Youth Project based in Chicago. The objective of this intervention was to reduce substance misuse, poor sexual health in addition to violence and truancy. The Abqan Aya intervention aimed to:

> *Enhance students' sense of belonging and school support by setting up a task force of staff, students, parents, and local residents to examine and amend school polices on substance misuse, behaviour, and ethos; developing links with community organizations and businesses; training teachers to develop more interactive and culturally appropriate teaching methods and teaching students about social skills.*
> (Bonell et al 2008: 614)

Researchers reported a 34% reduction in measures of alcohol, tobacco and cannabis use among boys as compared with control schools. Noteworthy benefits were also recorded for condom use, violence and truancy although, similar benefits were not found for girls. Bonell et al, conclude that schools may be able to change the health behaviour of students not only by school-based interventions but by changing the operation of schools as an institution. This is undoubtedly recognized in the UK in terms of policy initiatives such as The *National Healthy School Programme* in England and Wales and the *Health Promoting School* in Scotland. These policy initiatives both encourage schools to develop positive and supporting environments and include pupils in decision-making.

However, as with most whole school initiatives, findings cannot be attributed solely to the introduction of any one intervention (Lloyd et al 2007). Schools are complex institutions and there often tends to be an overlap in the focus of interventions in practice, including drug and substance misuse, anti-social behaviour and personal safety. For example, in Welham's (2007) UK study of the effectiveness of a healthy lifestyle approach to drugs education in children (between the ages of 7 and 11 years), the initiative included the following topics for year 3 children:

- using the senses to keep safe;
- identifying bullies in the play ground;
- strategies for dealing with bullying;
- naming body parts;
- safe storing of medicine.

Parsons et al (2004) review school health programmes in Europe describes whole school approaches to the promotion of health, well-being and educational achievement that were related to school health, personal, social and health education, citizenship, environmental education, democracy, self-esteem, social capital and empowerment.

6.3. Skills based programmes and interactive approaches

Classroom-based interventions which focus on substance misuse and sex education and that aim to enhance knowledge and modify peer norms and influence, are now accepted as standard practice across UK schools (Bonell et al 2007). Most school-based programmes now teach skills to enable children and young people to foster the strategies to resist unhealthy lifestyles (Stuart-Brown 2006). Reviews addressing education in drug and substance misuse found that utilizing life skills, social influences and resistance skills are more effective than programmes that adopt other approaches (Stead & Angus 2004; Buckley & White 2007; Faggiano et al 2009). Skills-based approaches are often underpinned by the facilitation of broader social skills including, enhanced decision- making and personal skills. Mytton et al (2009) reviewed 54 studies which tackled aggressive behaviour found that interventions designed to improve relationship skills were more successful than those that were designed to enhance non response to provocative situations. The efficacy of life skills training has demonstrated some degree of success of interventions targeted at vulnerable groups and young people at risk (Coggans 2006).

There is a strong body of evidence which indicates that interactive school-based drug education programmes which incorporate active learning approaches and promote a high degree of student-to-student interaction are more effective than more didactic approaches (Cuijpers et al 2002; Stead & Angus 2004; Stuart-Brown 2006; Faggiano et al 2009). In McBride's review of 16 studies, she found that: *'Interactive programmes are, at a minimum, twice as effective as non- interactive programmes'* (McBride 2003: 736). Not surprisingly, interventions that aim to scare youth, appeal to young people's morality and/or effect personality change are particularly ineffective both in the field of drug and substance misuse (Buckley & White 2007) and in preventing anti-social and offending behaviour (Prior & Paris 2005). While not extensively evaluated (see Joronen, 2008), drama-based health promotion interventions for children and young people provide salient examples of highly interactive and participatory programmes. One intervention, involving 4970 students from 24 primary schools in the UK (Thrush et al cited in Joronen 2008:124) who were followed through to secondary school (9-13 years), dealt with a smoking policy initiative. In a follow up after 2 years the drama intervention group reported lower levels of smoking than the non-intervention group.

6.4. Target age and stage

Given what is known about the experimentation of children and young people generally with risk behaviour it is not surprising that a number of school-based interventions highlight the relevance of targeting particular ages and stages. As a result, the critical time for intervention is generally considered to be prior to the point that young people begin to experiment with risk behaviour. Evaluations of drugs misuse programmes show that these can be particularly beneficial if they are delivered immediately before the initial phase of experimentation (McBride 2003). This is supported by findings from other

reviews which indicated, at the time of the studies, that 11-13 years is a critical time for rolling out school-based interventions on drugs and substance misuse (Evans & Alade 2000; Roe & Becker 2005).

The age range of 12-14 has been identified as a vital stage for developmental pathways for anti-social activity (Prior & Paris 2005). This is supported by the longitudinal work of Crystal et al (2007) in schools in Wales which identified that prior to 15 years of age was the time when interventions should be targeted at high risk youth. As in broader educational research there has also been an interest in the importance of transitions for young people and the need to support vulnerable young people as they move from primary to secondary school. This is regarded as especially important for those children presenting challenging behaviour in primary, as this can be fairly predictive of later disaffection from school (Hayden 2007).

6.5. Booster sessions and programme intensity

With respect to drugs education, successful interventions tend to highlight the benefit of booster sessions at a later stage. According to McBride (2003), recent primary studies indicated that fewer sessions are recommended initially with follow up booster sessions (between 4-8 sessions) at times when prevalence data shows either:

- a rise in drug use in the target population;
- and/or the context of use changes.

Stuart-Brown's systematic review found that successful interventions were more likely to be concentrated over a long duration rather than of a short duration and intensity (see also Wells et al 2003).

6.6. Overview of key components of effective school-based interventions

Much progress has been made in terms of identifying and integrating what is known about successful school-based interventions. Wagner et al (2004) in a review of substance misuse programmes provide a useful summary of the current evidence base. They identified 10 main characteristics of an effective intervention:

1. Have a strong theoretical foundation;
2. Combine elements focused on enhancing knowledge and social competence;
3. Undertake rigorous, ongoing evaluations;
4. Closely marry knowledge regarding the development of problem behaviour with the intervention development of skills/competencies;
5. Pay careful attention to optimal timing, duration, frequency of intervention;
6. Ensure fidelity of implementation of core programme;

7. Provide adequate training for teachers/professionals and their full participation including delivery, design and implementation;
8. Maximise ‘buy in’ from stakeholders;
9. Facilitate the development of clear and consistently enforced school-wide policies;
10. Use developmentally and culturally appropriate training materials.

Wilson and Lipsey’s (2003) meta-analysis of programmes to address challenging and aggressive behaviour concluded that interventions were more beneficial and successful when they were well implemented, were fairly intense and used one-to-one formats, and were administered by teachers. They also cited the work of Gottfredson at al (2002), which also supports Wagner’s findings. They emphasized that sufficient training of service delivery personnel was essential to programme success.

7. THE DELIVERY OF SCHOOL-BASED PROGRAMMES

Overall, evaluations of school-based programmes indicated that for a variety of reasons teachers are well placed to provide some drug prevention programmes, particularly since they are familiar with students and the delivery of age appropriate materials. However, programmes in which teachers work collaboratively with external contributors also show promising results, as does the use of peers in substance use programmes, mentoring schemes and conflict resolution initiatives in schools.

7.1. Teachers

Successful school-based interventions have identified teacher training and involvement of school administrators as critical factors (Marks 2009). This may include such activities as providing time and space, and making referrals, through to actually implementing the programme. McBride's review identified teacher training as a key component of the most successful drug education programmes and suggested that training should: *directly train the teacher* (McBride 2003: 739). Some evaluations have shown very little differences in outcomes related to the extent of the experience of participating teachers. For example, the *Blueprint* programme found that there were minimal differences in *Blueprint* delivery between teachers with prior expertise in PSHE and drug education, and teachers new to these specific areas (Stead et al 2007). Wagner et al (2007), literature review of school-based programmes to tackle substance misuse, found that teachers' lack of involvement in key decision-making about a programme inhibited teacher motivation and confidence. The Estyn report on substance misuse education comments that: *Generally, most teachers, especially in secondary schools lack confidence and expertise in this area and this hampers the effectiveness of the teaching and learning* (Estyn 2007).

Studies that have investigated teacher attitudes to co-working with external contributors and delivering programmes collaboratively, found that teachers welcomed the support and staff development provided by some external contributors. However more resistance was found on the part of teachers to contributors working independently and directly with pupils, without the teacher present (Buckley & White 2007).

7.2. Peers

Some process evaluations show that children prefer to receive substance use education delivered by peers and ex-drug users (Buckley & White 2007). A review, including 13 evaluations of peer-led and adult led school health education programmes, found children were: *at least as effective as adults in achieving gains in knowledge and behaviour* (Stuart-Brown 2006: 13). In a meta-analysis of school-based prevention of illicit drug use Fagianno et al (2009) found that programmes were significantly more successful with respect

to marijuana use when administered by peers rather than teachers. In a one year follow up they found that indexes for marijuana use were much lower in the peer-led groups, as opposed to those led by teachers.

Peer support and mentoring schemes have met with some success in school-based initiatives that aim to provide support for pupils and tackle bullying (Boulton et al 2007; Cowie 2008). Over 50 per cent of primary and secondary schools in the UK now has some form of peer support in place in the form of buddying/befriending, mentoring, active listening and conflict resolution schemes (Smith & Samara, 2003). However, there is little comprehensive empirical data on large-scale evaluations of such schemes and there is scant available evidence on pupils' perceptions of such services (Boulton et al 2007).

Evaluations dealing with peer-led sex education lessons have produced some interesting findings. The *RIPPLE* study (**R**andomized **I**ntervention of **P**upil **P**eer **L**ed sex **E**ducation) is a Randomised Control Trial (RCT) that included 27 co-educational comprehensive schools in England (Oakley et al 2004). Fourteen of the schools were assigned to the intervention. Process evaluation showed that many students regarded peer educators as having highly relevant expertise and respect for students and that they were more confident and trustworthy than teachers. Moreover, students in the experimental schools were more likely to join in discussions (62% versus 49%), ask questions (55% versus 41%) and work in small groups (97% versus 49%). Factors that inhibited student engagement in control schools was embarrassment on the part of peer educators and the problems they encountered in controlling classes.

7.3. External contributors

A recent report from Ofsted (2002) indicated that 80% of schools in England used external contributors in classroom delivered drugs education. External contributors include the police, health educators, counsellors, nurses and older peer leaders. Stead and Angus (2004) reporting on Lowden and Powney's survey of the providers of drug education found that 38% of secondary schools and 45% of primary schools used local authority personnel to provide some parts of drug education, 37% used local drug agencies (22% primary schools) and 30% used doctors or nurses (21% primary schools). Significantly the most regularly used external contributor was found to be the police: 71% in secondary schools and 68% primary schools (Stead & Angus 2004: 68). From their review, White & Buckley (2007) concluded that there is not enough evidence to assess accurately whether particular contributors are more effective than others. Process data indicates that external contributors are rated highly when they are combined with class teacher-delivered education and bring specialist knowledge that promotes active participation and enjoyment for pupils.

There is some relevant evidence regarding student attitudes to police delivery of drug resistance programmes (e.g. D.A.R.E) and the salience of young

people's area of residence and former experience of the police. In one American study Hammond et al (2007) found youths who misuse drugs and reside in areas of high rates of crime were far more likely to express negative attitudes towards police presence in schools than those residing in more affluent areas. Alternatively, those young people and children who had previous positive experience of the police were likely to express constructive opinions about their deployment in schools.

8. POLICE OFFICERS IN SCHOOLS

Police Officers working with schools have had a long history in the UK and elsewhere although their working relationships with schools became more formalized from the1990s onwards (Shaw 2004). In the US, school-based police officers have undertaken a role associated with promoting school security and law enforcement and the provision of monitoring patrols around the school campus (Brown 2006). In contrast, police officers in the UK have been associated with a variety of supportive and preventative roles including:

- delivering educational programmes (e.g. DARE);
- preventing anti-social behaviour;
- working with pupils at risk;
- promoting school safety.

8.1. Models of deployment

With respect to Europe-wide initiatives, Shaw's (2004) review identified three main models of police officer involvement in schools. The first, widely adopted across the United States, involves the permanent placement of police officers inside schools (Jackson 2002). The second model involved the police taking on an educative role where police officers are in effect educational resources delivering targeted initiatives in schools, as in the all Wales programme. Examples of this model include police taking responsibility for drug awareness programmes such as Drug Abuse Resistance Education (D.A.R.E), violence reduction initiatives, as well as a more traditional role of delivering personal and road safety campaigns. DARE is a key example of a drug and violence prevention programme implemented world wide in over 50 countries (Shaw 2004). The third model of deployment is a broad-based model including liaison and interagency working, as in Scotland, where the police role is embedded in a wider network of local organizations or social services working with the school (Hurley et al 2008).

Lentz identifies four distinctive 'types of law enforcement involvement in the school setting in the USA:

- School Resource/School Liaison officers (SRO)
- School police Departments
- School security personnel
- Private security (Lentz 2010).

The SROs (sometime also called SLOs) '… perform a number of roles …including community liaison, mentor, role model, law enforcement officer and law related education. They teach classes in substance abuse awareness, gang resistance and crime prevention. SROs also assist in the development of school policies that concern criminal activity and school safety' (Lentz 2010). Lentz indicates the importance of both a job description

for the SRO and a written agreement about their work. ‘Advanced and careful planning can be helpful in avoiding conflicts and misunderstandings…’. Lentz comments that the role of the SRO can become blurred, the daily work involving a mixture of social work, teaching and policing, as well as a peacemaker or mediator. These may create ethical and practical conflicts for the officer.

Lentz also discusses the concerns of some in the USA about over policing of schools, citing a report that argues that school safety can be ensured without zero tolerance discipline policies and that the key lies in:

- Dignity and respect for all members of the school community
- Authority for discipline remaining with educators rather than police personnel
- Strong and compassionate leadership
- Clear lines of authority as well as open lines of communication between administrators, teachers, police personnel and students
- Unambiguous fair rules and disciplinary procedures (Ofer et al 2009)

A federal study of SROs identified some possible issues for officers considering working in schools. These include the ‘Kiddie cop image’ of the job, isolation and the perception of a ‘dead end position’ without promotion prospects. This report emphasises the importance of detailed job description and selection criteria (Finn et al 2005).

However, as with other school-based initiatives, there is a notable gap in robust evaluative studies (Jackson 2002; Shaw 2004; Brown 2006), conducted over the longer-term:

> *The weakest aspect of many of police-school programmes is evaluation. Many programmes appear to ‘take for granted’ their benefits and outcomes. In other cases there has been widespread adoption of models which, while very popular, do not achieve their stated outcomes and cannot provide cost benefits.* (Shaw 2004: 26)

8.2. The existing knowledge base in the UK

With respect to the UK the evidence base regarding police officers working in schools is relatively sparse given that initiatives tend to be at an early stage of implementation. Across 3 of the 4 countries of the UK there has been a recent policy thrust to locate police officers in schools. In Scotland an evaluation of campus police officers carried out by ISRA MORI (Black et al 2010) has recently been completed. The evaluation found there are no standard, national criteria for the deployment of campus officers with deployment typically police-led. The majority of campus officers (55 out of 65) are located full-time in a secondary school with some limited contact with feeder primaries and this was seen to increase pupils and staff feelings of safety. Most educational staff, campus officers and stakeholders felt the main purpose of a

campus office was to improve the relationship between young people and the police.

The evaluation (Black et al 2010) took a mixed method approach (including interviews, observations, focus groups) and devised a set of success criteria to evaluate the ***potential*** impact and effectiveness of campus police officers (emphasis in original report). A campus police officer is therefore regarded as successful if s/he:

1. Improved the pupils' relationship with the police;
2. Acted as a positive role model to pupils;
3. Improved information sharing between police and education staff;
4. Reduced the following types of behaviour in school and/or in the local community
    a. Bullying
    b. Serious indiscipline
    c. Physical violence
    d. Gang activity.
5. Increased the feeling of safety at school for pupils and/or staff;
6. Improved the way complaints (made by the local community) are handled by the school.

Key findings from the evaluation include:

- The role of campus police officers is highly valued by both educational staff and pupils;
- Forging relationships and regular interaction between the police officers and pupils was regarded as having a positive impact on young people and may help reduce serious indiscipline in school;
- Undertaking group work targeted at challenging or at risk pupils and information sharing with other support workers and agencies are considered major benefits of the role;
- Campus police have the biggest impact in deprived areas where communities may lack positive role models and perceptions of the police may be negative.

Issues identified include:

- All campus officers had a job description drawn up at police force level with little or no input from the education sector. In practice this resulted in a gap between formal job descriptions and day-today activities, creating the potential for misunderstanding over the officers' role and activities;
- Campus officers received limited and inconsistent training;
- Successful deployment of a campus officer was dependent on good communication between the relevant agencies and on getting the right person for the post;
- Among pupils it was apparent that positive feelings towards the individual campus officer did not extend to police personal in the wider

area (though the report suggested that this may take more time to emerge).

This evaluation also explored crime data (1999-2008) and found there were no clear trends when comparing the data for the case study schools and the comparison schools pre and post a campus officer taking up a position. Although there was a reduction in the number of crimes recorded in 2 of the 11 case study schools after the campus officer had taken up post, it was not possible to attribute any decrease directly to the role of campus officer. However, a common view held by educational staff and campus officers was that having a police presence in the school had reduced serious indiscipline and deterred pupils as they were concerned about getting into trouble with the police. The Report concludes by saying the picture emerging is a positive one but there are lessons to be learnt.

Some in-house evaluations have also been undertaken in specific Local Authorities including Renfrewshire (Hurley et al 2008) and North Lanarkshire. The evaluation by Hurley et al (2008) of a 2 year pilot in Scotland of the School, Social Work, Police and Community (SSPC) Project found that over the three intervention secondary schools there were positive student attitudes, and highlighted that girls in particular report that they feel safer having a police officer in their schools.

8.3. Safer Schools Partnerships

Prompted by the *Every Child Matters* agenda, Safer Schools Partnerships (SSP) have been developed since 2002 and initially were targeted at areas of deprivation with high rates of crime (Hayden in press). SSPs are a joint initiative between the Department for Children, Schools and Families, the YJB (Youth Justice Board) and the Association of Chief Police Officers. Currently, 450 Safer School Partnerships operate in England, with police officers and community support officers based in selected schools. According to the Youth Justice Board, Safer Schools Partnerships have the broad aim of promoting safe learning environments, through specific aims to:

- reduce victimisation, criminality and anti-social behaviour within the school and its community;
- work with schools on whole-school approaches to behaviour and discipline;
- identify and work with children and young people at risk of becoming victims or offenders;
- ensure the full-time education of young offenders (a proven preventative factor in keeping young people away from crime);
- support vulnerable children and young people through periods of transition, such as the move from primary to secondary school;
- create a safer environment for children to learn in.[1]

[1] http://www.yjb.gov.uk/en-gb/yjs/Prevention/SSP/

In keeping with Shaw's review, a recent evaluation of the SSP programme found contrasting models of deployment of police in participating schools and authorities (Bowles et al 2005). These included the following broad models of school-police partnerships:

- the traditional school liaison officer approach;
- intensive intervention with the SSP team.

The programme operated with either a permanently based officer in one school or within a cluster arrangement. Key findings from this evaluation highlighted methodological difficulties of fully assessing the success of the programme due to lack of adequate baseline information on offending and victimization (Bowles et al 2005). Nevertheless, some evidence indicated that truancy had declined and absence rates had improved in intervention schools. The evaluation also found that pupil relationships with police officers improved in schools where the officers were permanently based on school premises, as compared with those officers deployed in cluster arrangements. This indicated that ongoing face-to-face contact with police officers may facilitate more positive police/student relationships.

9. CONCLUSION

Schools are dynamic and complex organizations attempting to respond to a diverse and changing world. The education and socialization of children and young people are vital components in developing engaged and successful citizens of the future, and young people who feel emotionally supported in their school are more likely to make informed decisions and display features of resiliency to potential life stressors. There is growing evidence that children and young people today are less and less likely to have common experiences, but that their connectedness and engagement with school is as important as particular information and knowledge in preventing risky behaviour.

There are a number of encouraging directions for promoting behaviour change in young people with regard to school-based interventions. As noted above, peer-led approaches were identified as a valuable approach to school-based interventions, as was incorporating children and young people's views into a programme's design in order to make initiatives meaningful and relevant to their target audience. Another area worthy of further consideration is the development of holistic and integrated approaches, such as the health promoting school and the development of Restorative Approaches.

This review has highlighted the difficulty in evaluating and/or measuring the effectiveness of any one programme or initiative concerned with changing the attitudes and behaviour of young people. Several examples have however been provided to show how positive relationships (between staff and pupils and between a wide range of external agencies), and the engagement in holistic programmes, can have a positive effect on shared understandings and directions for effective future initiatives.

The problematic development of PSE/PHSE in schools across the UK was shown to be a cause for concern, impacting as it does on the confidence and ability of teachers to engage fully in the more challenging aspects of PSE/PHSE (such as substance misuse and violence). This finding is of particular concern regarding school-based initiatives and the dilemma of who is best placed to deliver information and advice to pupils.

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APPENDIX III

Research Instruments

We devised slightly different information leaflets, interview topic guides and questionnaires for each stakeholder group. All research instruments were available in Welsh. We include a sample of English language research instruments here (text only).

INFORMATION LEAFLET FOR SCHOOL STAFF

Evaluation of the All Wales School Liaison Core Programme
Information leaflet

BACKGROUND

The All Wales School Liaison Core Programme (AWSLCP) has been developed in recognition of the role that schools and education can play in tackling anti-social behaviour, substance misuse and personal safety. The AWSLCP approach is mainly a preventive, generalised and broad-based one that is focussed on formal lessons delivered by uniformed police in the classroom, together with supportive policing activities. The aims of the programme are to:

- work towards achieving a reduction in crime and disorder in the young of our communities, through the medium of education
- promote the principles of positive citizenship in schools and their wider communities.

The programme has now been running for 5 years and the Welsh Assembly Government have now asked the University of Edinburgh to find out:

- How the scheme is working and 'what it looks like' - as it has grown and developed
- What kinds of evidence do stakeholders use in coming to judgements about the effectiveness of the programme?
- Have there been any changes in anti-social behaviour and substance misuse in schools and communities since the programme began?
- Do young people have a greater sense of personal safety and engagement in their school and community?
- Do young people feel that the programme has had an impact on their attitudes and behaviour regarding personal safety, substance misuse and anti-social behaviour?

The first phase of the evaluation involves:

Interviews with key informants to find out how the programme operates; how the role of school liaison officers has developed during the time of the

programme; and views on the effectiveness, future and sustainability of the programme. *All information will be anonymised*

The second stage of the evaluation involves:

Visiting 10 schools (primary, secondary and Welsh Medium) and talking to pupils, parents, school staff, school liaison officers and members of the community about the role of the school liaison officers; the delivery and content of the programme and whether there have been noticeable changes in pupil behaviour since the programme began. *All information will be anonymised*

A survey will also be circulated (in the schools visited) to those in years 8 and 11 in secondary schools and year 6 in primary schools. The survey will be anonymous, and will cover issues such as :

- How often have pupils had contact with school liaison officers?
- Have pupil attitudes towards substance misuse, personal safety, and anti-social behaviour changed as a result of this contact?
- What could be done to improve the programme?

The final stage of the evaluation will include an analysis of available statistical data to provide indicators of change during the period of the programme.
This evaluation is being carried out by the University of Edinburgh, on behalf of the Welsh Assembly Government. If you would like more information please contact

Dr Joan Stead, email: joan.stead@ed.ac.uk
Phone 0131 651 6326
Or
Dr Gwynedd Lloyd, email gwynedd.lloyd@ed.ac.uk
Phone 07786 910 356
Address (for both Joan and Gwynedd):
The Moray House School of Education
The University of Edinburgh
Simon Laurie House
Holyrood Road
Edinburgh EH8 8AQ

GENERIC INTERVIEW TOPIC GUIDE

AWSLCP (All Wales School Liaison Core Programme) Evaluation GENERIC topic guide.

Questions to be asked as appropriate for each respondent. Data provided will be anonymised.

Position / Brief Description of position / Time in post /Time involved with AWSLCP

1. Please describe your knowledge of AWSLCP?
2. What is your role in relation to the AWSLCP?
3. What is your understanding/knowledge of the delivery of the AWSLCP programme? (*prompt for lesson delivery/content/frequency and planning and follow-up by school*)
4. Do you know if other agencies (other than the police) are used in schools in this way?

5. What other policy initiatives (local and national) are you aware of that complement/enhance the AWSLCP? (*e.g. Healthy Schools*).
6. What are your views on what the programme has achieved/not achieved in schools and neighbourhoods and why you think this - in terms of:

    a. Promoting interdisciplinary working
    b. Improving the safety of young people in school and in their community
    c. Improving the relationships between young people and those in their community
    d. Delivering relevant and useful lessons for young people
    e. The supportive policing role of SLO's
    f. Changing the behaviour of young people regarding substance misuse and antisocial behaviour
    g. Developing positive attitudes between the police and young people
    h. Reducing youth crime

7. What are your thoughts on the sustainability and future development of the programme?
8. Any further comments?

PUPIL QUESTIONNAIRE YEAR 11

We are from the University of Edinburgh, and in this survey we want to find out what you think about the lessons and the information given by police officers in your school.

We **don't** want to know your name, so you can say what you really think and it's very important that you answer the questions as honestly as possible.
We are interested in **your** views, so please don't discuss your answers with the person next to you.
This is not a test so there's no right or wrong answer and don't worry about spelling.
If you do not want to answer a question – just move on to the next one.
When you have finished please put the survey in the envelope, seal it, and hand it to your teacher. **Your survey will not be seen by anyone in the school.**
The information from the survey will be given to the Welsh Assembly Government so that the views of young people can be taken into consideration when changes are made in the future.
THANK YOU for your help.

1. Are you a boy or a girl? (*Please tick one box*)

GIRL • BOY •

2. How old are you? _____

3. Which lessons have you been taught by a police officer in school? *(Tick (3) all the lessons that you've had)*

3

a	Double trouble	
b	Rue the Day / DnA Day	
c	Community Diversity	
d	Personal Safety	
e	Safer Relationships	
f	Internet Safety	
g	Asking for Trouble?	
h	Know fear	
i	Rights and Responsibilities	
j	Why Weapons!	

4. What lessons or topics were <u>the most important or useful</u> for you. (*Tick (3) as many as you want)*

		3
a	Double trouble	
b	Rue the Day / DnA Day	
c	Community Diversity	
d	Personal Safety	
e	Safer Relationships	
f	Internet Safety	
g	Asking for Trouble?	
h	Know fear	
i	Rights and Responsibilities	
j	Why Weapons!	

5. Can you tell us <u>why</u> these lessons were important or useful? (*Tick (3) as many as you can*)

		3
a	I found out things I didn't know before	
b	I now think about how other people might feel	
c	I now think about changing my behaviour in school	
d	I now think about what happens if you smoke cigarettes	
e	I now think about changing my behaviour when I am out of school	
f	I now think about what I need to do to stay safe	
g	I now think about what happens if you take illegal drugs	
h	I now think about what happens if you drink too much alcohol	

6. Are there any other reasons why these lessons were important or useful? If so, please write down what they are

_____

7. Do you feel safe in school? (*Tick (3) one box*)

Never • Often • Always •

8. Why do you feel like this?

_____

9. What do you think schools could do to help you feel safe?
Please write down what you think

_____

10. Where else do you get the chance to talk and learn more about things such as bullying, drinking alcohol and being safe? (*Tick (3) as many as you can*)

		3
a	With my registration teacher	
b	With other teachers	
c	In PSE classes	
d	In assemblies	
e	In other lessons	
f	With the community police officer	
g	With the school nurse	
h	With my friends	
i	With my parents or guardians	
j	With other adults in the school like a classroom assistant or support teachers	
k	With my brothers or sisters	
l	With a youth worker (in school or in a youth club)	
m	With my doctor	

11. When you have talked about things like drugs, fighting or drinking alcohol, has it changed what you do? (*Tick (3) one box*)

Yes • No • Sometimes •

12. Can you give us an example of how you've changed?

_____

13. Do you and your friends do any of the following? *In each row, tick (3) the column that matches what you do*

		3 Often	3 Not very often	3 Never
a	Drink alcohol			
b	Get drunk			
c	Hang about in the street after school			
d	Take illegal drugs			
e	Do alcohol and drugs at the same time			
f	Mitch / truant / skip school			
g	Carry a weapon			

14. Do you and your friends ever get into trouble with the police? (*Tick (3) one box*)

Never • Often • Sometimes •

15. If you answered 'Sometimes' or 'Often' - please write down why you usually get into trouble

_____

16. Please read the following statements and in each row tick (3) the column that matches what you think

		3 Agree	3 Disagree	3 Don't know
a	Taking illegal drugs is exciting			
b	Taking illegal drugs harms your health			
c	I know enough about taking illegal drugs			
d	Most young people will get into trouble with the police at some time			
e	People who get drunk are stupid			
f	Getting drunk is part of having a good time			
g	Drinking lots of alcohol does not harm your health			
h	I know enough to keep myself safe			
i	Being rude and noisy is OK			

17. Please read the following statements and in each row tick (3) the column that applies to you

		3 Often	3 Not very often	3 Never
a	I have been bullied at school			
b	I have seen other people being bullied at school			
c	I have been involved in fights at school			
d	I have seen other people in fights at school			
e	I have seen other people fighting near my home			
f	I have seen other people with weapons in school			
g	I have brought a weapon to school			
h	I have seen other people with weapons near my home			
i	I worry about getting hurt			

18. Do you feel safe near your home? (*Tick (3) one box*)

Never • Often • Sometimes •

19. Please write down why you feel like this

_____

20. What else do you think the police could do to help you feel safe? Please write down what you think?

_____

This is the end of our survey. Please put your survey in the envelope and give it to your teacher.

<u>Thank you</u> again for helping us

APPENDIX IV

OVERVIEW OF DATA PRODUCED

Qualitative and quantitative data for this report was produced from a range of methods.

4.1. Overview of data:

- 10 key informant interviews
- Several meetings with National Coordinator AWSLCP
- Group interview with (4) regional AWSLCP coordinators
- 5 interviews with SCPOs prior to school visit
- 7 interviews with SCPOs during school visit
- 47 interviews with teachers and school based other staff (e.g. youth worker, support workers, parents working in school) (27 secondary and 13 primary, 7 Special school)
- 22 interviews with community professionals (e.g. Youth Inclusion Officer, School Governors, Neighbourhood Police Officer; Domestic Abuse Coordinator).
- 7 SCPO lessons observed (1 primary, 2 special schools and 4 secondary).
- 23 focus groups were held involving 87 pupils
- Observations in and around the schools including informal discussions with teachers and pupils (at lunch and in between lessons). We were also invited to observe a PACT meeting in one school.
- Analysis of relevant AWSLCP curricular materials, documents and internal evaluations.
- Analysis of SCPO diaries.

[**we had not intended to hold focus group discussions with pupils from year 8, but this had been arranged in one school*].

All interviews and focus groups were recorded with permission, and 41 recordings were fully transcribed. All recordings, transcripts and field-notes (including observations and informal discussions) were used to write up school/area profiles and to categorise data for analysis.

APPENDIX V

CONTEXT: Social Trends in Wales

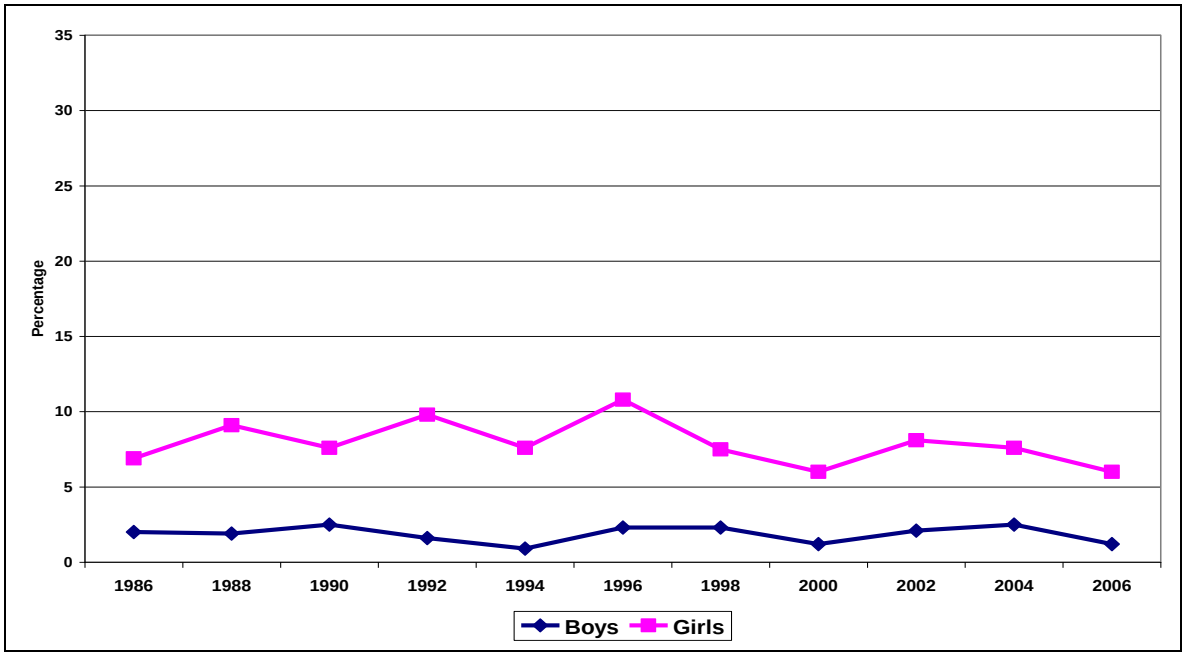
This section provides a brief overview of general social, school and labour market statistics for Wales and for the local authorities where the schools included in the evaluation were located. The main aim of the All Wales Schools Liaison Programme is to provide young people with greater knowledge and understanding in relation substance misuse, anti-social behaviour and personal safety. The aim here is therefore show some trends over time, wherever possible, in relation to these three areas in order to explore whether young people's behaviour have changed over the period of the programme being in operation. A word of caution though, statistics gathered over a period of time are liable to distortions due to changes in data gathering or reporting. In addition, any changes over time seen here are not necessarily due to the programme as we can only examine correlations and not causation. The six local authorities included in the evaluation were: Gwynedd, Carmarthenshire, Neath Port Talbot, The Vale of Glamorgan, Merthyr Tydfil and Cardiff. Only data from these authorities are included in the local authority analysis.

Smoking, alcohol and drugs

The data in this section come from Welsh Health Statistics 2010 and Health Centre Wales, 2009. These two publications provide analyses of data from the Health Behaviour in School-aged Children (HBSC) surveys with specific focus on Wales. This survey gathers data on self-reported behaviour of smoking, drinking and cannabis use.

Smoking
Figures 1 to 3 show the percentage of boys and girls who stated that they smoked on a weekly basis. The percentage of those smoking increases with age as only around 2% of 11-12 year olds boy state that they smoke weekly, in contrast with around 10-20% of 15 to year old boys. Girls are more likely to say they smoke at all ages. There is relatively little change in the percentage of 11 year old boys over the period 1986 to 2006 although there was a slight reduction in 2006 but this only returned the percentage of the level of 2000 and 1994. The picture is similar for 11-12 year old girls with the lowest percentage in 2000 and 2006.

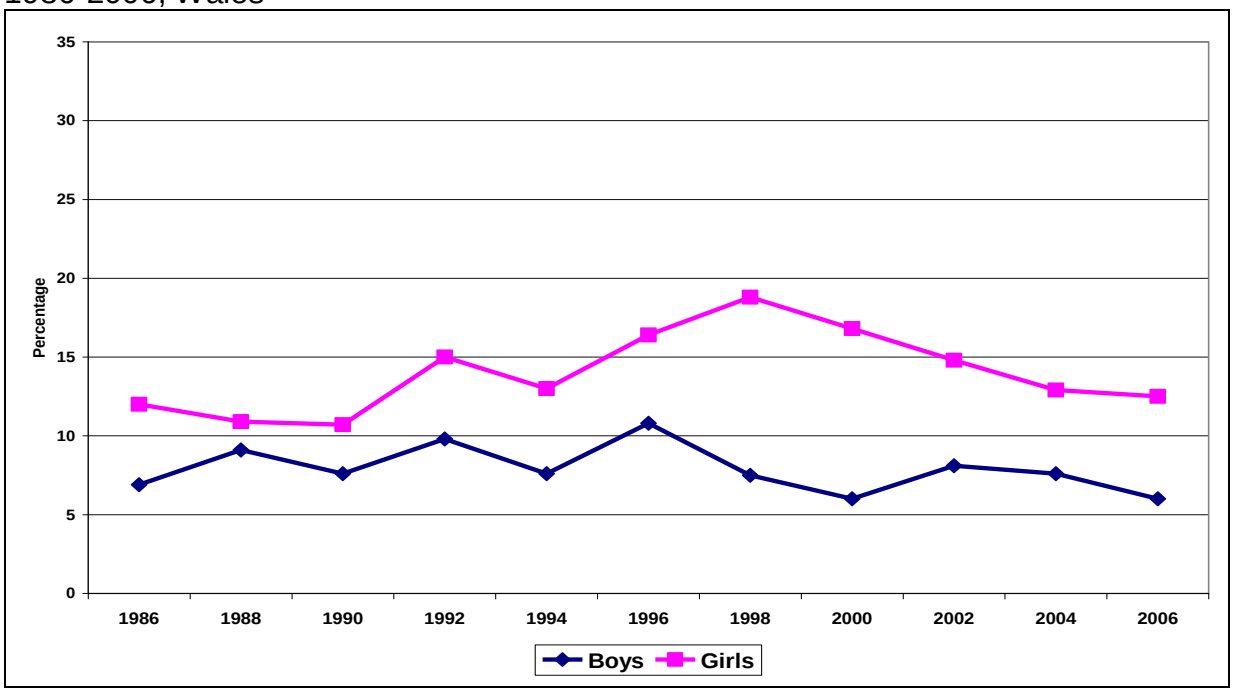
Figure 1: Percentage of boys and girls smoking weekly, 11-12 year olds, 1986-2006, Wales



Source: Welsh Assembly Government, 2010 (Health Statistics Wales 2010)

The percentage of girls aged 13-14 who smoke rose quite sharply from 1994 to a peak in 1998 since then the trend has been downward but shows sign of levelling off between 2004 and
2006. The overall percentage of girls smoking in 2006 is marginally higher than it was 1986. Although there were some increases in boys smoking, the increase was not as large as for girls. There was a downward trend between 1996 and 2000, a slight increase to 2002, since then the trend is downwards with marginally smaller numbers of boys smoking in 2006 than in 1986.

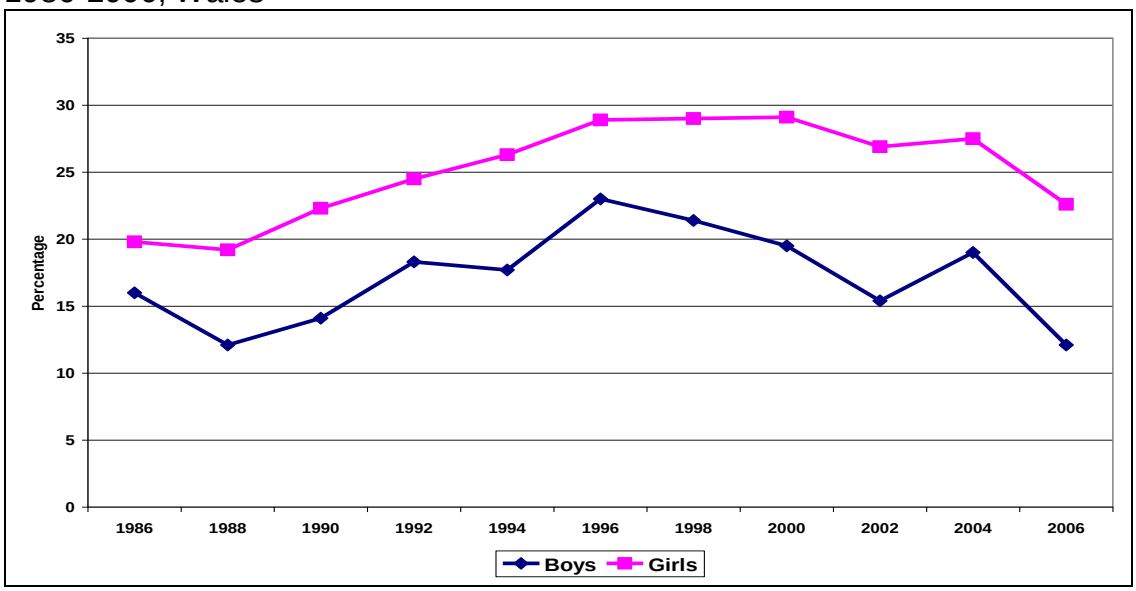
Figure 2: Percentage of boys and girls smoking weekly, 13-14 year olds, 1986-2006, Wales



Source: Welsh Assembly Government, 2010 (Health Statistics Wales 2010)

There was a relatively steady increase in smoking in both boys and girls aged 15-16 from 1988 until 1996, since then the trend has been downward for boys, except in 2004; by 2006 the percentage smoking was below the level of 1988. For girls the downward trend only started in 2004 and the percentage smoking is still higher than it was in 1988.

Figure 3: Percentage of boys and girls smoking weekly,15-16 year olds, 1986-2006, Wales

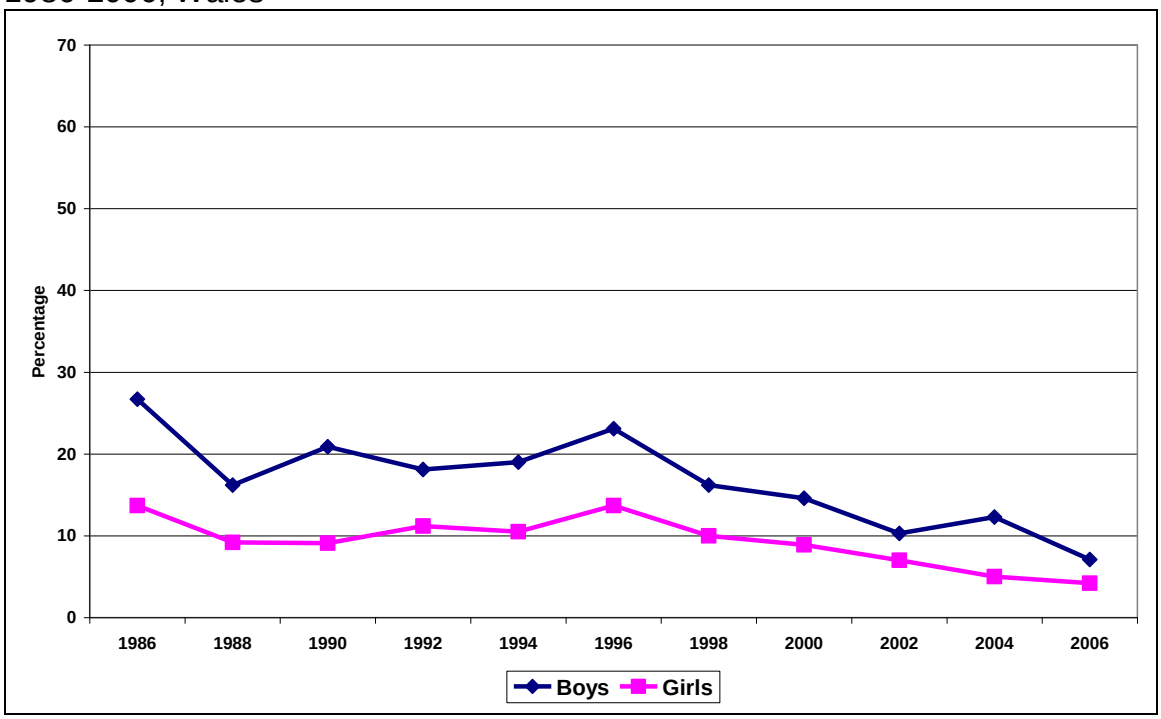


Source: Welsh Assembly Government, 2010 (Health Statistics Wales 2010)

Alcohol

Figures 4 to 6 show the percentage of boys and girls who reported drinking at least weekly. At all ages boys are more likely to drink weekly than are girls and the percentage who say they drink weekly increases with age from below 10% of boys at age 11-12 to around 50% of 15-16 year olds in 2006. There has been a relatively steady decrease in 11-12 year olds who say they drink. This decrease has been more marked for boys of this age group but this is because at the start of the period nearly 30% stated they drank weekly compared to just below 15% of girls. By 2006 fewer boys and girls said they were drinking and the gap between boys and girls was narrowing.

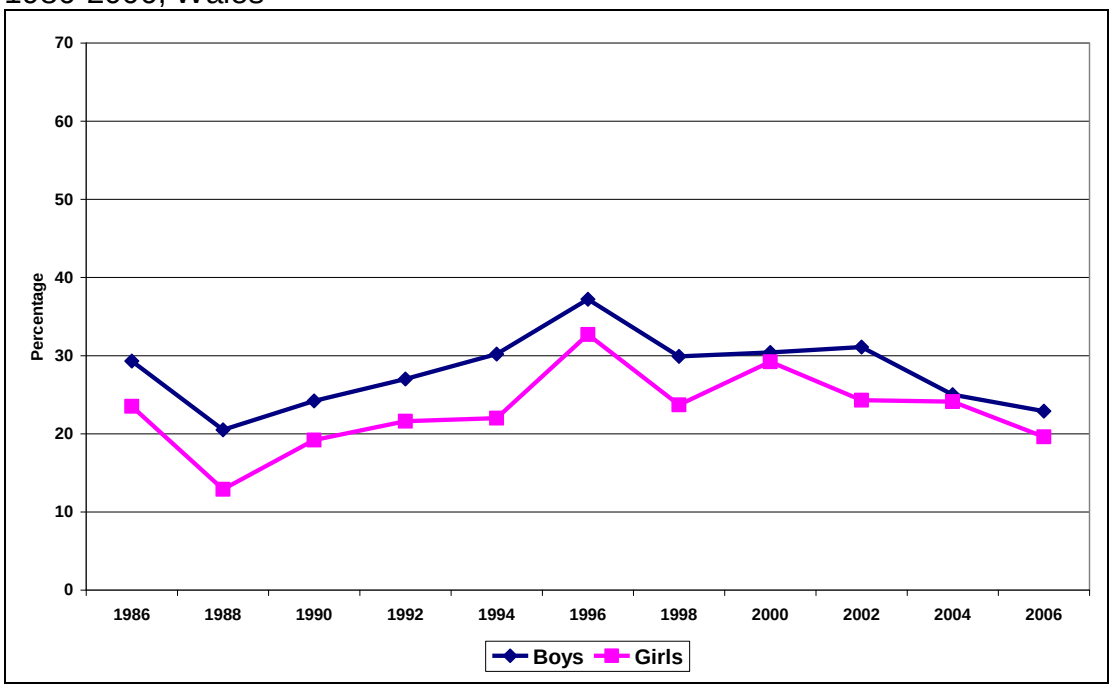
Figure 4: Percentage of boys and girls drinking weekly, 11-12 year olds, 1986-2006, Wales



Source: Welsh Assembly Government, 2010 (Health Statistics Wales 2010)

For 13 to 14 year olds (figure 5) there was a decrease in drinking between 1986 and 1998 but then the trend was upwards for both genders until 1996. There was then a decrease for boys which levelled off until 2004 when there was a further drop. For girls there has been a downward trend from 2000. The percentage who said they were drinking in 2006 was slightly lower than in 1986.

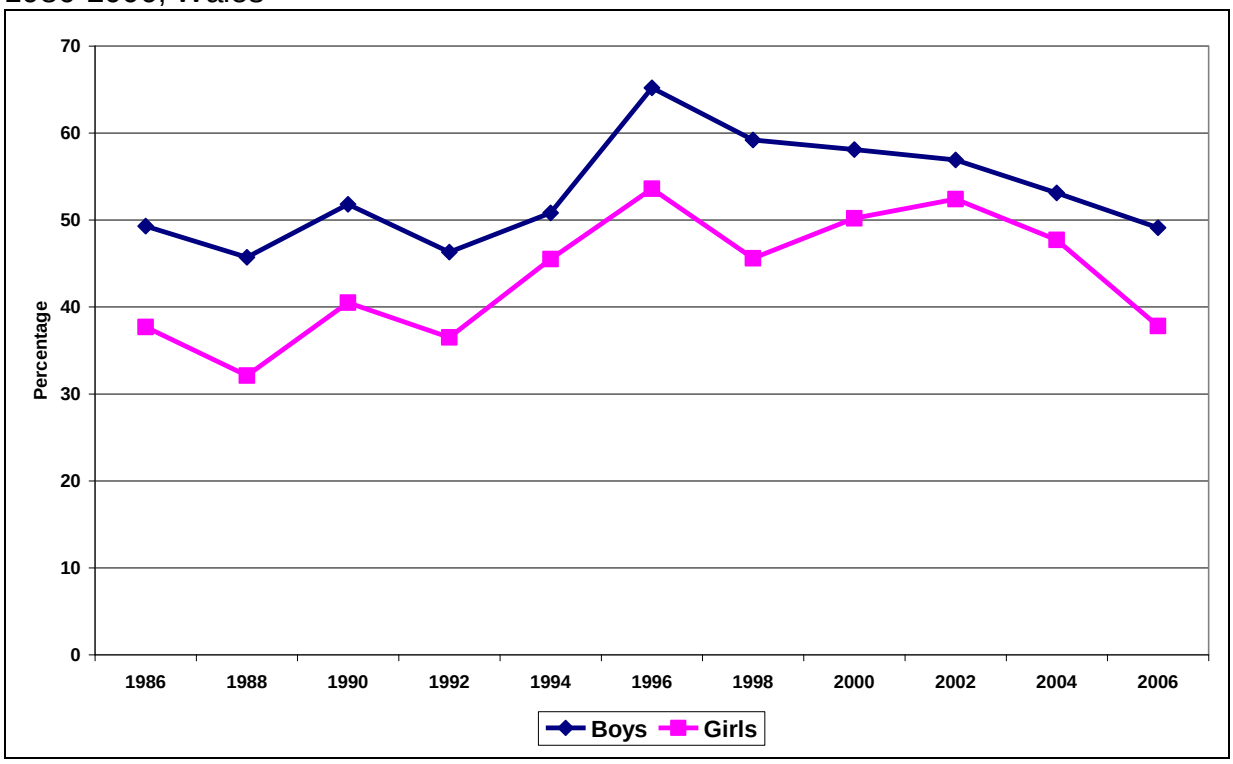
Figure 5: Percentage of boys and girls drinking weekly, 13-14 year olds, 1986-2006, Wales



Source: Welsh Assembly Government, 2010 (Health Statistics Wales 2010)

The pattern of drinking for 15-16 year olds is similar to that of 13-14 year olds but with a larger percentage stating that they drink. The peak at 1996 is in evidence with a downward trend for boys since that date. Girls had a bigger dip in 1998 but then the percentage rose until 2002 but from then on the trend is downwards. The percentage who stated that they drank at least weekly was virtually the same in 2006 and in 1986.

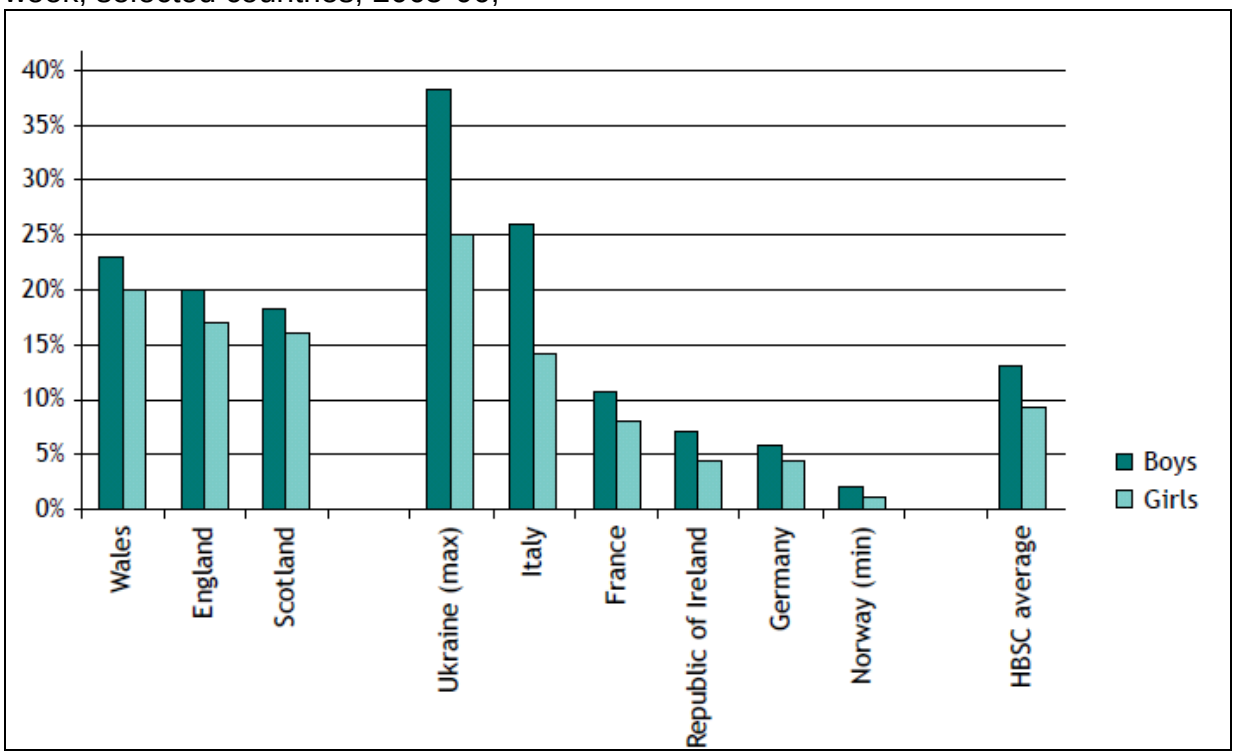
Figure 6: Percentage of boys and girls drinking weekly, 15-16 year olds, 1986-2006, Wales



Source: Welsh Assembly Government, 2010 (Health Statistics Wales 2010)

Figure 7 sets the Welsh data in context and shows that, in comparison to selected countries that participated in the HBSC survey. It shows that Welsh 13 year olds are considerably more likely than 13 year olds in other countries to drink weekly, except boys in Ukraine and Italy and girls in Ukraine.

Figure 7: Percentage of 13 year olds who reported drinking at least once a week, selected countries, 2005-06,

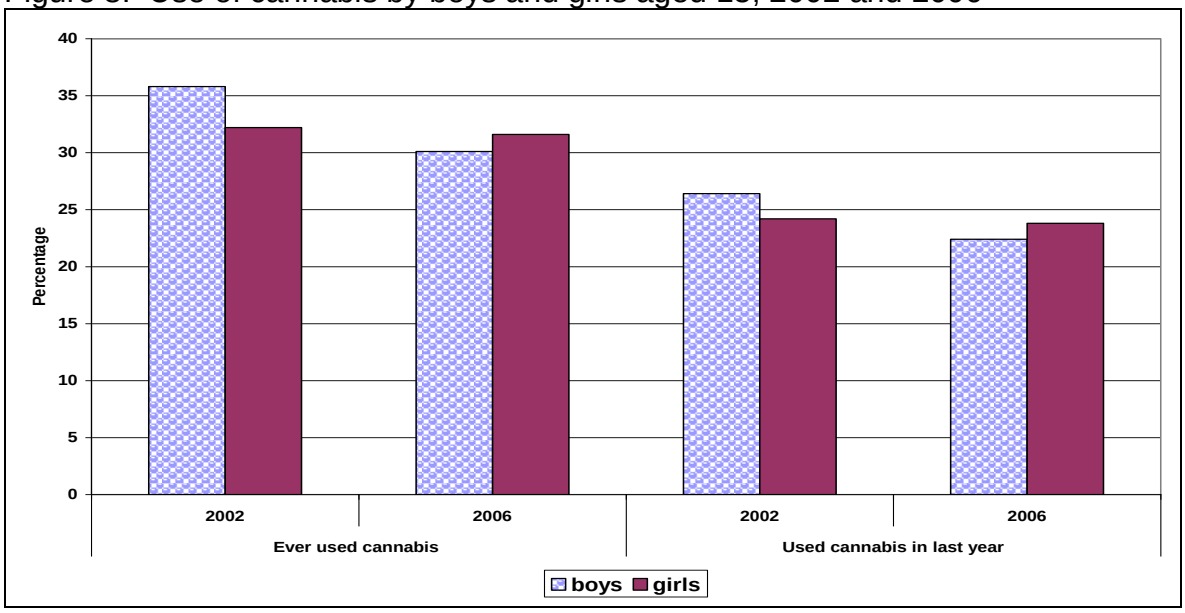


Source: Welsh Centre for Health, 2009

Drug use

It is more difficult to get comparative data for drug use but the HSBC survey of 2002 and 2006 included two questions on cannabis use for 15 year olds: one asked if they had ever used cannabis; the second if they had used it in the last year. The trend for boys is a reduction in use. For those who said the had used it on some occasion there was a reduction from nearly 36% to around 30% and from 26% to around 23% for those who had used it last year. Although slightly fewer girls said that they had ever used cannabis or used it last year in 2002 the downward trend for girls to 2006 was almost negligible and more girls than boys said they had used it at some time or last year than boys. It would seem that by 2006 cannabis use amongst girls is similar to smoking in that they are more likely to use the substance than boys are.

Figure 8: Use of cannabis by boys and girls aged 15, 2002 and 2006

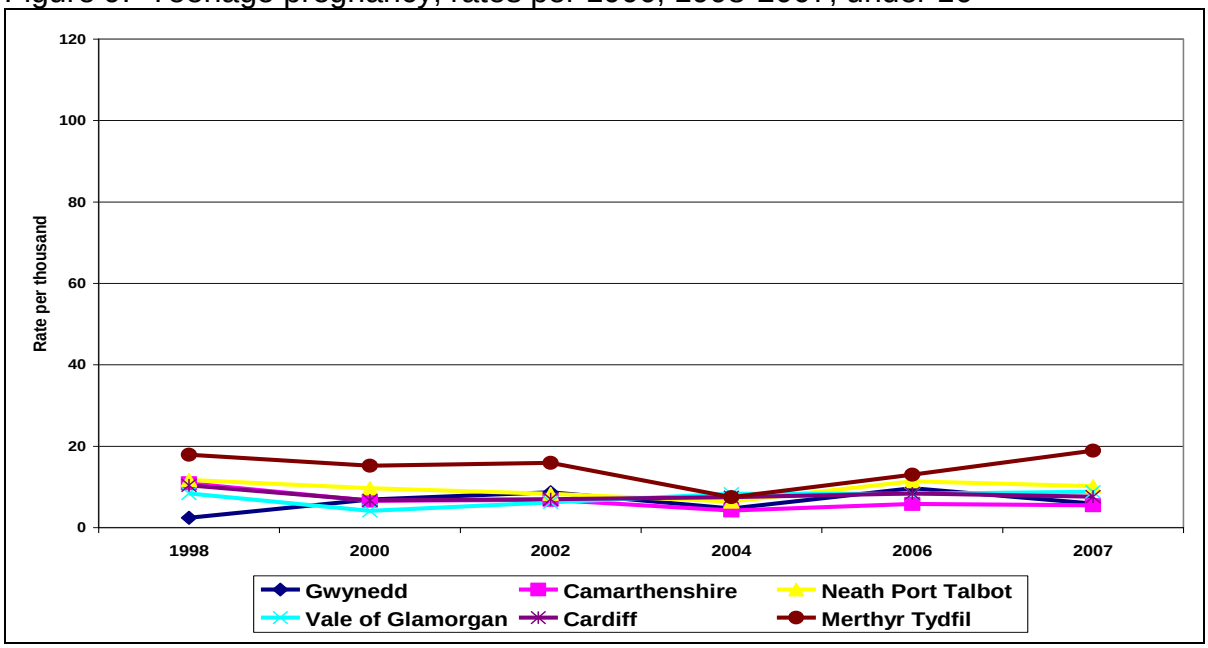


Source: Welsh Assembly Government, 2010 (Health Statistics Wales 2010)

Teenage pregnancies

Pregnancy rates for under 16 year olds vary by authority, in 1998 the lowest (2 per 1000) was in Gwynedd; the highest in Merthyr Tydfil at 18 per 1000. Merthyr Tydfil has a consistently higher rate than the other authorities except in 2004 and there has been an increase between 2004 and 2007. Neath Port Talbot and Carmarthenshire show a similar pattern with downward trend from 1998 to 2004 and then increases; however, Carmarthenshire is consistently lower than Neath Port Talbot. The rate for Cardiff dipped from 1998 to 2000 and has then been fairly steady at around 8 per 1000. In Vale of Glamorgan there was an initial decrease from 1998 to 2000 to 4 per 1000 and since then there has been a slight but steady increase until 2007. Gwynedd experienced an increase from 2 per 1000 in 1998 with fluctuating rates until 2006 followed by a dip in 2007. In 2007 the overall rate for Wales for under 16 conceptions was 8.5 per 1000. Only Neath Port Talbot and Merthyr Tydfil are above the Welsh average.

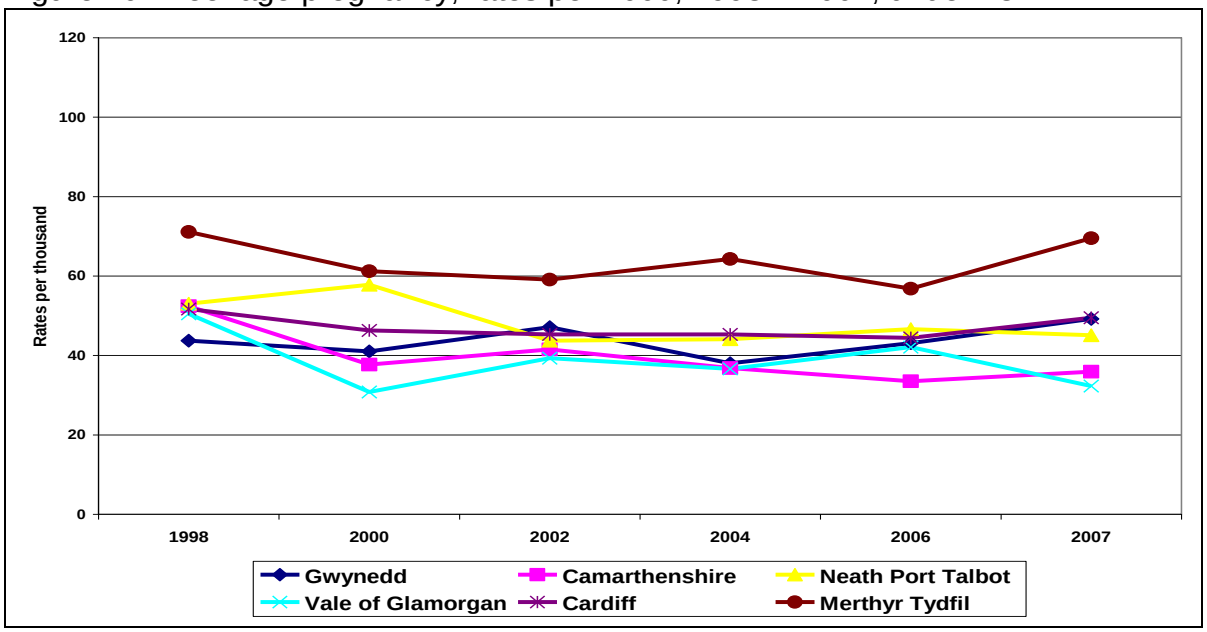
Figure 9: Teenage pregnancy, rates per 1000, 1998-2007, under 16



Source: Statwales, 2010

Figure 10 shows that pregnancy rates for under 18 year olds is also highest in Merthyr Tydfil in comparison to the other authorities. The biggest reduction over the period 1998 to 2007 can be found in Vale of Glamorgan. The Welsh average is 44.9 per thousand, Merthyr Tydfil, Gwynedd and Cardiff are above the average; Neath Port Talbot close to the average and Vale of Glamorgan and Carmarthenshire are below this average.

Figure 10: Teenage pregnancy, rates per 1000, 1998 – 2007, under 18

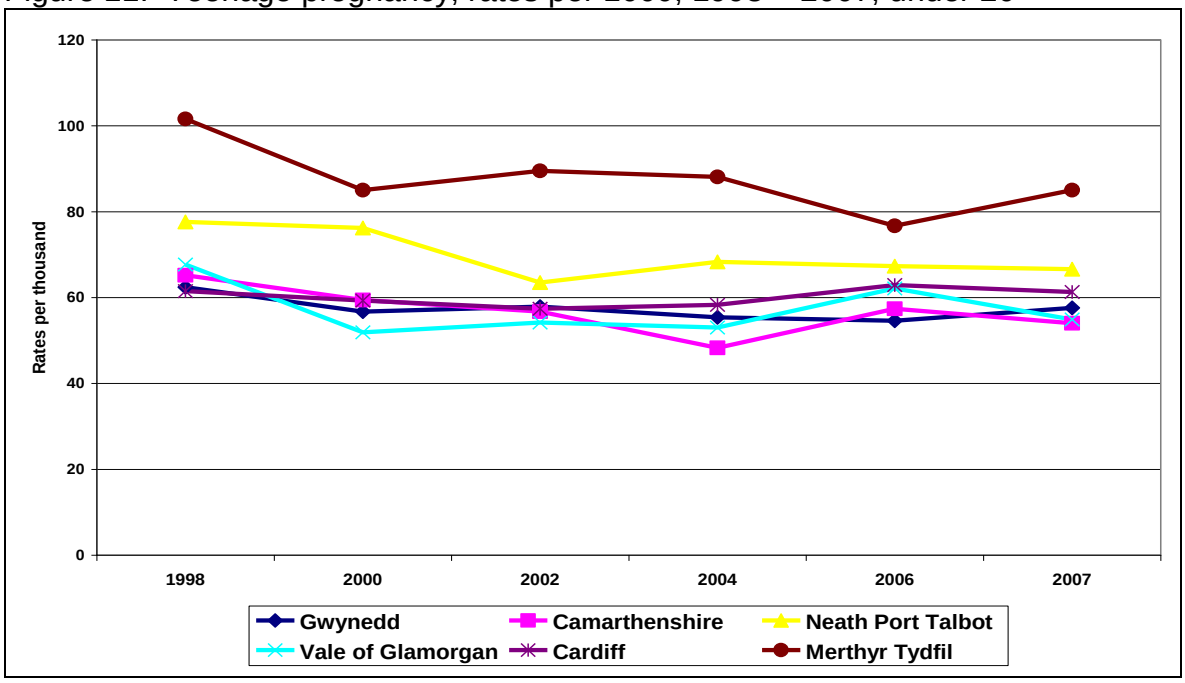


Source: Statwales, 2010

Figure 11 shows the pregnancy rates for those under 20; apart from a slight reduction in rates in the earlier part of the period, the rates have stayed relatively constant. The overall average for Wales is 64.9 per thousand in

2007, only Merthyr Tydfil is above that, Neath Port Talbot is on the average and the other authorities are below it. They all have rates around 60 per 1000.

Figure 11: Teenage pregnancy, rates per 1000, 1998 – 2007, under 20

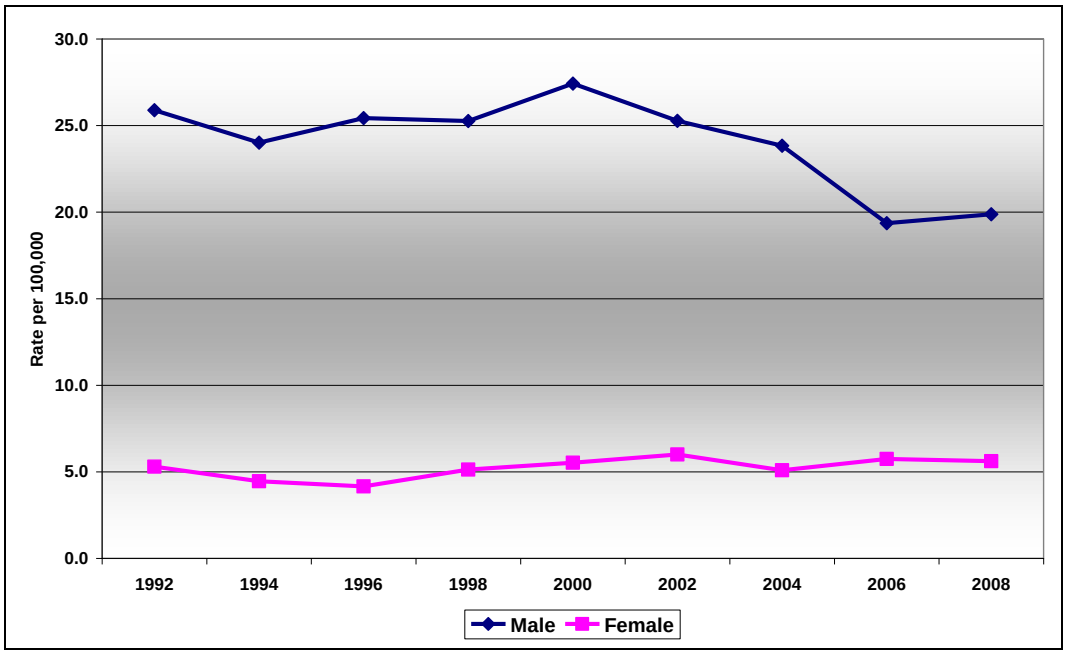


Source: Statwales

Suicide rates

Suicide rates from the Office of National Statistics show that men are more likely to commit suicide than women. The rates for women has remained steady at around 5 per 100,000 whilst there has been a decrease for men from around 25 per 100,000 to 20 per 100,000.

Figure 12: A comparison between male and female suicide rates, age 15-44, Wales



Source: Office of National Statistics

Table 1 shows that slightly higher numbers of 10-14 girls committed suicide in the period 2001 to 2008; however, the numbers were higher for boys for the 15-19 year old age group. However, these figures have to be treated with extreme caution as they are actual figures rather than rate per 100,000. The rates for these age groups have been calculated based on population for the age groups on Statwales website. The rate for 10 to 14 year olds fluctuates between 0.5 to just over 1; the rate for 15 to 19 year olds was relatively high in 2001, 2003, 2004 and 2008. However, examining the rate over the eight year period suggests fluctuation rather than steady increase or decrease except for female suicides in 2008 which show the highest number of the whole period. As this is the last year for which statistics have been published it remains to be seen whether this was an 'one-off' high or whether it is part of a trend of increasing numbers.

Table 1: Number of suicides by age group and year and rate per 100,000

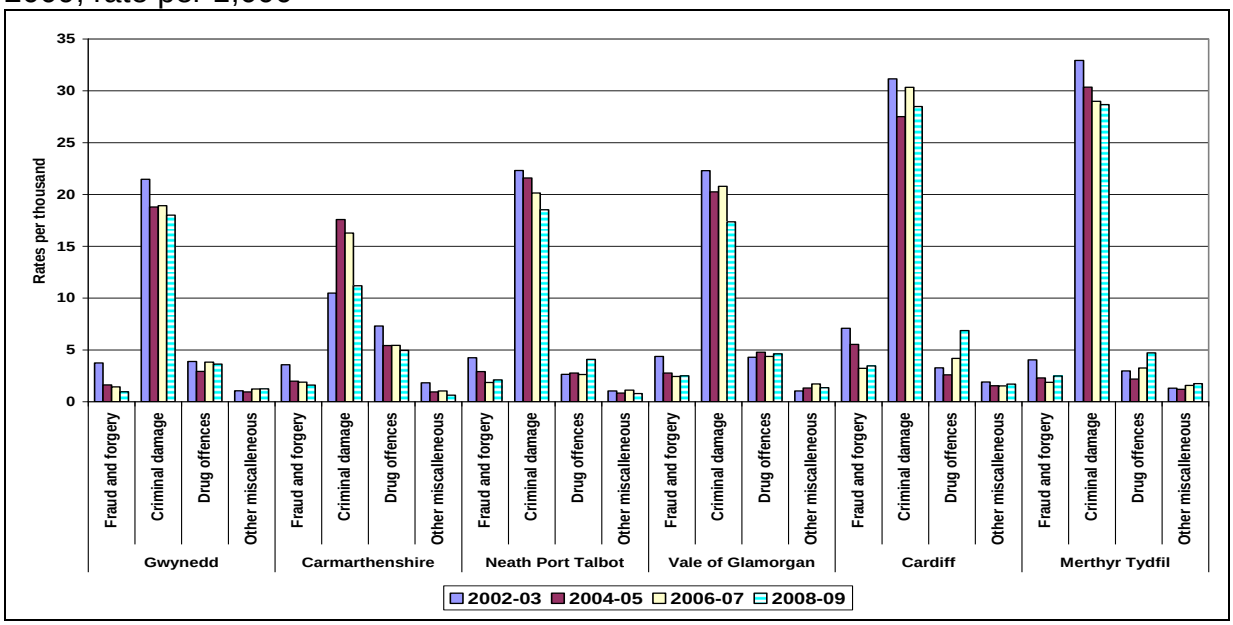
	10 – 14				15 – 19			
	Male	Female	Population	Rate per 100,000 – all	Male	Female	Population	Rate per 100,000 – all
2001	0	1	196,340	0.5	12	1	185,537	7
2002	0	1	197,322	0.5	5	2	190,237	3.7
2003	0	2	196,544	1.0	13	3	195,576	8.2
2004	0	0	194,915	0	13	3	198,622	8.1
2005	1	1	192,413	1.0	8	0	199,724	4
2006	0	0	188,789	0	5	2	202,228	3.5
2007	0	1	186,046	0.5	10	1	203,759	5.4
2008	1	1	182,993	1.1	7	6	202,691	6.4

Source: Statwales, 2010

Crime data

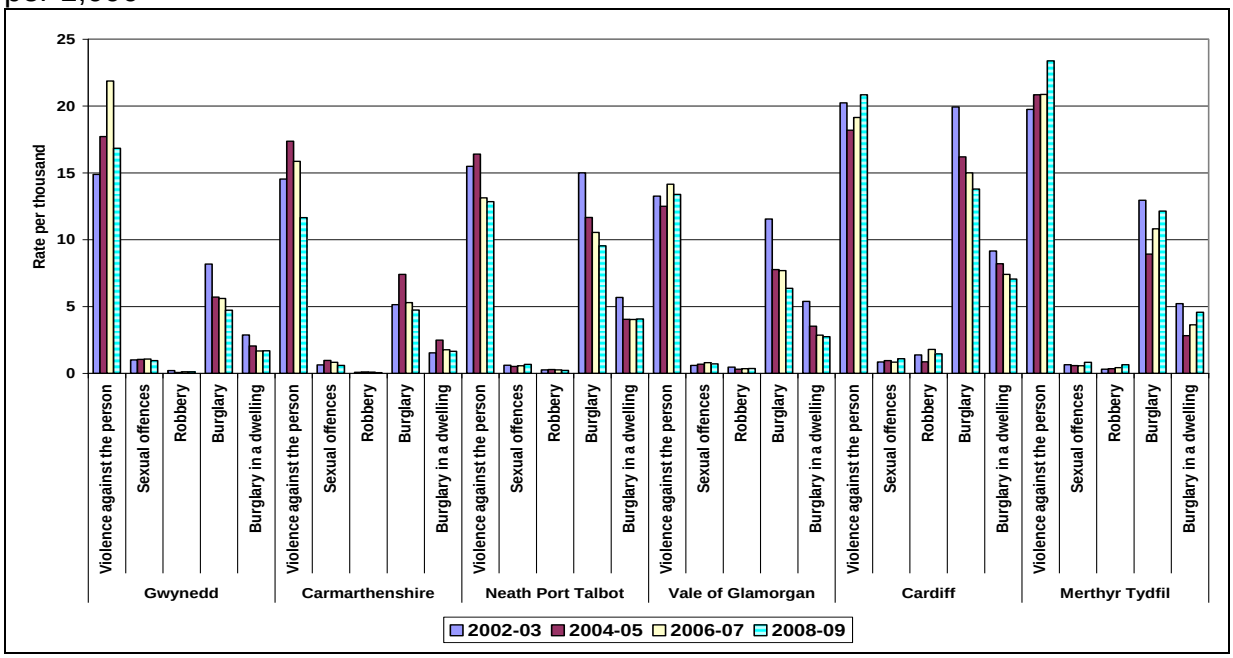
Figures 13 to 15 show by crime rates by different types of recorded crime. In figure 13 it can be seen that rates for criminal damage are highest in Merthyr Tydfil followed by Cardiff and lowest in Carmarthenshire. The rates for drug offences were highest over the whole period in Carmarthenshire and relatively high in Vale of Glamorgan; in Cardiff the rate increased in 2008 to stand above all the other areas. Levels of fraud and forgery were higher in Cardiff in 2002 and 2004 but have decreased since to levels similar to the other areas.

Figure 13: Local crime statistics: fraud and forgery, criminal damage, drug offences, other miscellaneous, comparing the six areas between 2002 and 2009, rate per 1,000



Source: Statwales, 2010

Figure 14: Local crime statistics: violence against the person, sexual offences, robbery, burglary, comparing the six areas between 2002-2009, rate per 1,000

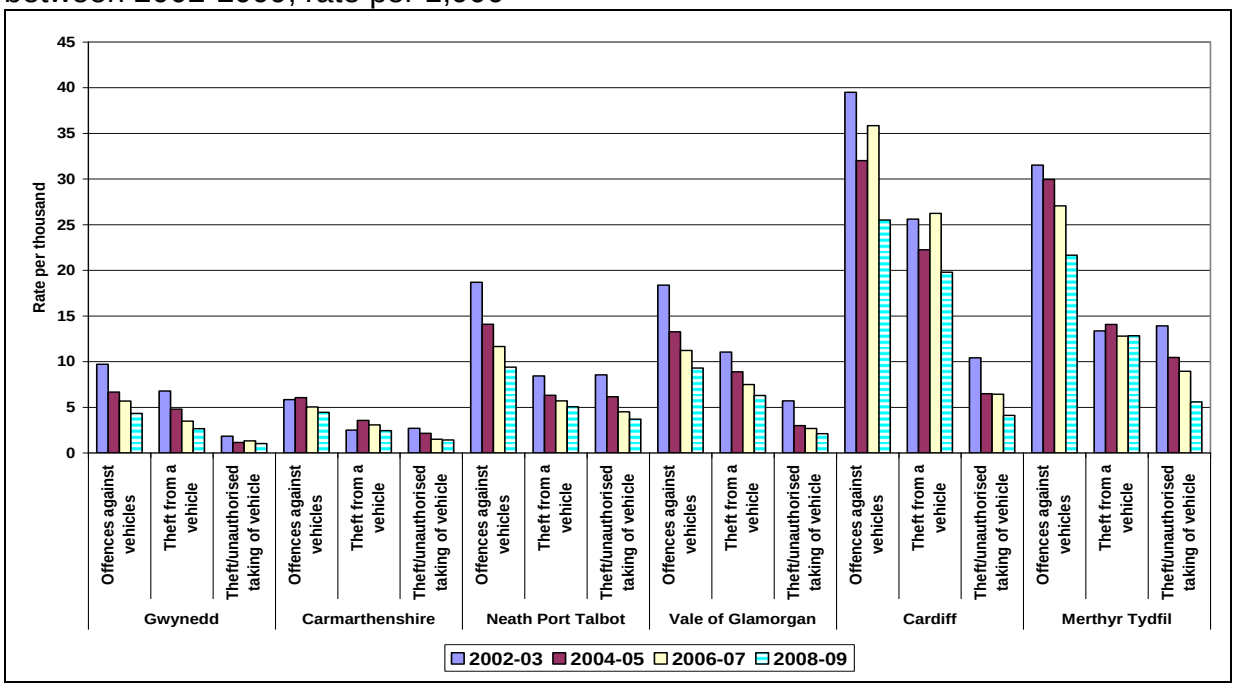


Source: Statwales, 2010

The level of violence against the person was highest in Merthyr Tydfil in 2008 and it has increased over the period as can be seen in figure 14. It was also relatively high in Cardiff, and in 2006 in Gwynedd but has since decreased in that area. The rate for burglary was highest in Cardiff followed by Merthyr Tydfil. The levels of robbery and sexual offences were overall low and had showed little change over the period.

In figure 15 it can be seen that the rate of offences against vehicles was highest in Cardiff followed by Merthyr Tydfil and lowest in Carmarthenshire and Gwynedd. Overall the trend in rates has been downwards in the period between 2002 to 2008.

Figure 15: Local crime statistics: vehicle crime, comparing the six areas between 2002-2009, rate per 1,000



Source: Statwales, 2010

Anti-social behaviour orders (ASBOs)

ASBOs were introduced in 1999 and intended to deal with anti-social behaviour through civil court orders but breach of an ASBO can lead to a criminal conviction (Blake, Wales on Sunday, 1/8/2010).

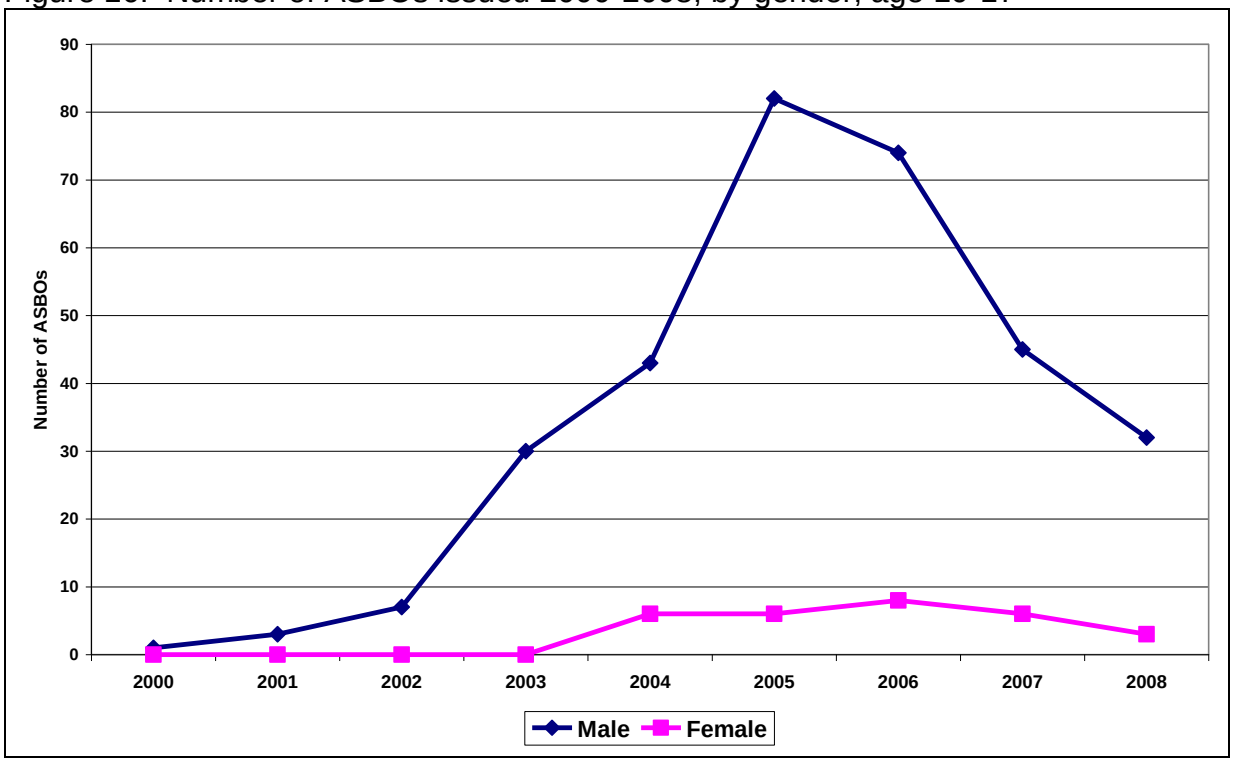
Table 2: Number of ASBOs 2000 to 2008 in Welsh police areas, 10-17 year olds, by gender

	2000		2001		2002		2003		2004		2005		2006		2007		2008	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Dyfed Powys	-	-	-	-	-	-	-	-	2	-	3	1	2	-	3	-	-	1
Gwent	-	-	2	-	2	-	4	-	12	-	19	1	22	2	12	2	2	1
North Wales	1	-	-	-	4	-	9	-	21	2	36	4	39	4	16	2	17	-
South Wales	-	-	1	-	1	-	17	-	8	4	24	-	11	2	14	2	13	1
Total	1	-	3	-	7	-	30	-	43	6	82	6	74	8	45	6	32	3

Source: Ministry of Justice, accessed 07.09.10

Table 2 show the number of ASBOs issued to all 10 to 17 year olds across the four police areas in Wales. Figure 16 compares the overall figures for Wales by year and gender. As can be seen, these orders have been used mainly for boys. There was a steady increase in orders issued until 2005, since then there has been a decline. Care should be taken when interpreting these figures especially in terms of comparing police areas as total population of each area is not known.

Figure 16: Number of ASBOs issued 2000-2008, by gender, age 10-17



Source: Ministry of Justice, accessed 07.09.10

School data

Tables 3 and 4 show the total number of pupils in Wales for 2007-08 and 2008-09 and numbers for the authorities within which the evaluation took place. As can be seen, there has been a slight overall drop in numbers in all authorities and across Wales as a whole. There is one exception as there has been a slight increase in pupils in special schools.

Table 3: Number of pupils in schools in Wales and the six authorities, 2008-09

						Total	
	Nursery	Primary	Secondary	Special	PUR	**Publicly maintained**	Independent
Gwynedd	-	9,688	7,640	139	21	**17,488**	407
Carmarthenshire	83	14,649	12,392	116	7	**27,247**	771
Neath Port Talbot	-	12,201	8,779	177	28	**21,085**	-
The Vale of Glamorgan	208	11,556	9,752	271	27	**21,814**	204
Merthyr Tydfil	173	5,093	4,098	140	0	**9,504**	-
Cardiff	360	27,573	20,927	487	33	**49,380**	2,533
Wales	**1,791**	**258,314**	**205,421**	**4,115**	**503**	**470,144**	**9,302**

Source: Statwales, 2010

Table 4: Number of pupils in schools in Wales and the six authorities, 2007-08

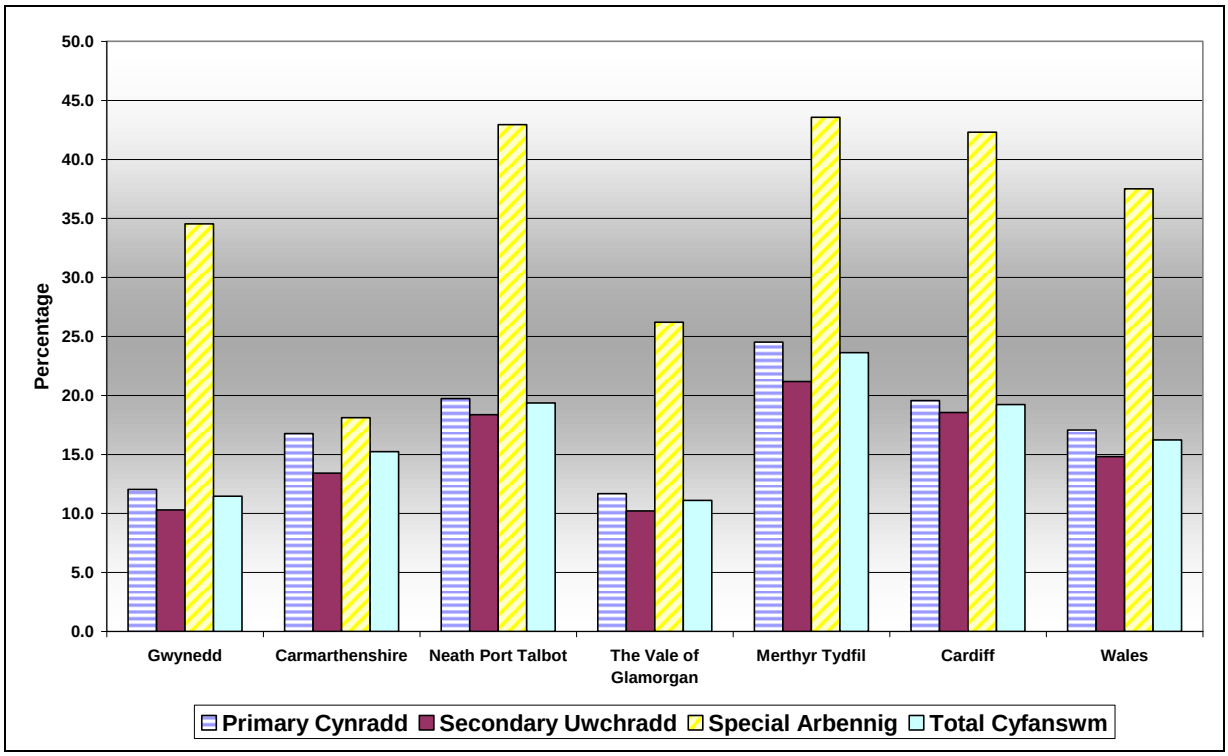
						Total	
	Nursery	Primary	Secondary	Special	PUR	**Publicly maintained**	Independent
Gwynedd	-	9,874	7,757	141	19	**17,791**	445
Carmarthenshire	81	14,949	12,375	118	12	**27,535**	785
Neath Port Talbot	-	12,183	8,976	160	8	**21,327**	-
The Vale of Glamorgan	219	11,771	9,698	272	34	**21,994**	190
Merthyr Tydfil	163	5,181	4,149	144	20	**9,657**	-
Cardiff	370	27,403	21,135	474	52	**49,434**	2,528
Wales	**1,787**	**261,607**	**206,936**	**4,040**	**647**	**475,017**	**9,555**

Source: Statwales, 2010

Free school meals

Figure 17 shows the number of pupils entitled to free school meals in 2008-09 by authority and type of school. The proportion of pupils entitled to free school meals is highest in special schools but numbers in these schools are low. Merthyr Tydfil has the highest proportion of children entitled to free school meals in primary and secondary, followed by Neath Port Talbot and Cardiff. The lowest entitlement can be found in Gwynedd and the Vale of Glamorgan. Merthyr Tydfil, Cardiff and Neath Port Talbot are above the average for Wales; Carmarthenshire is close to the Welsh average for primary pupils and slightly below it for secondary pupils.

Figure 17: Pupils entitled to free school meals, Wales and the six authorities, 2008-09

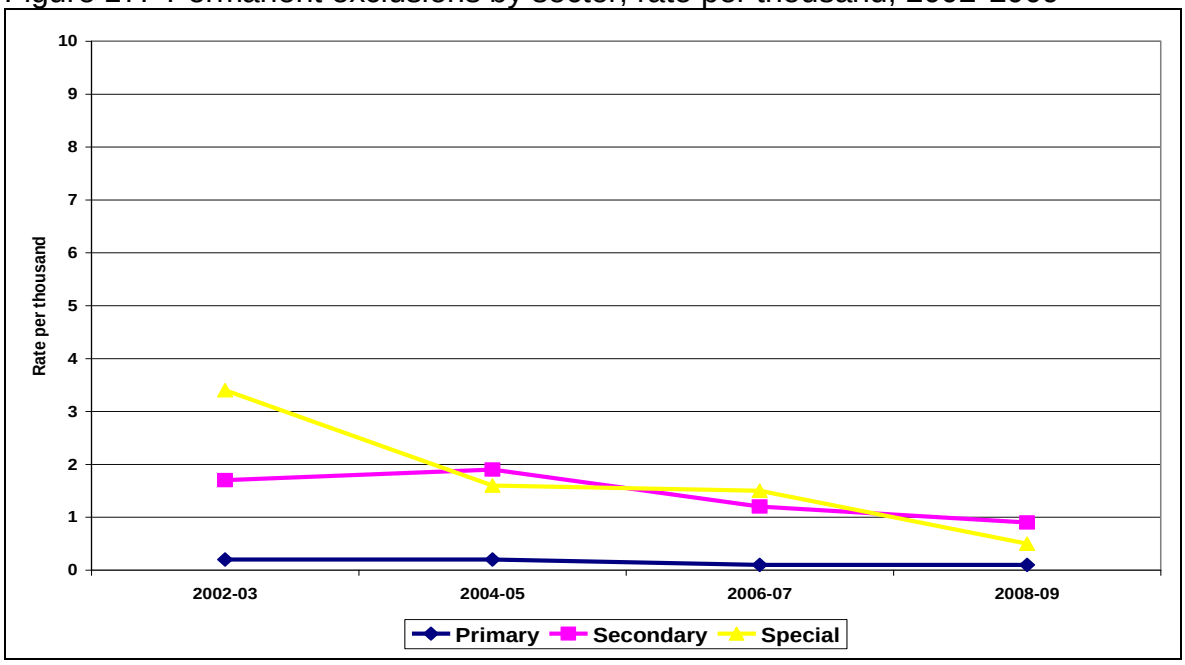


Source: Statwales, 2010

Exclusions

The data on exclusions come from Statwales and the rates have been calculated using number of exclusions in relation to the total number of pupils within the sector. It should be noted that these data count each exclusion and not the total number of pupils excluded, e.g. if a pupil is excluded more than once during the school year s/he will appear in the statistics more than once. Data on exclusion by local authority is only available for secondary schools. The rate of permanent exclusions in primary schools is low and has not changed over the period 2002-2009; there has been a reduction in the rate in special schools and also, to a lesser extent in secondary schools over this period (figure 17).

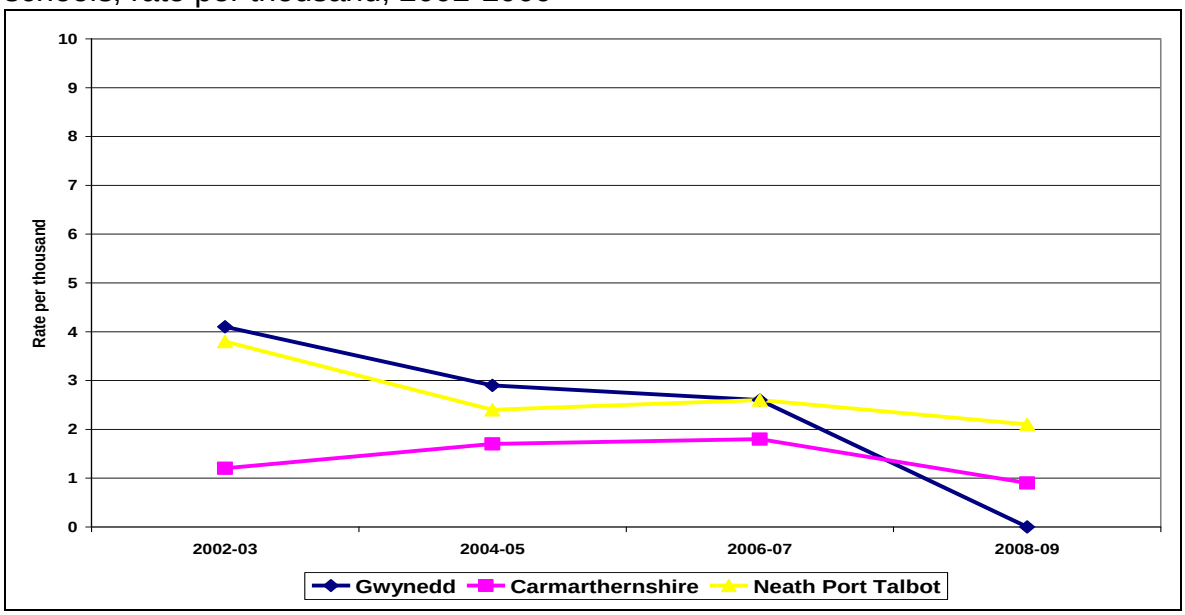
Figure 17: Permanent exclusions by sector, rate per thousand, 2002-2009



Source: Statwales, 2010

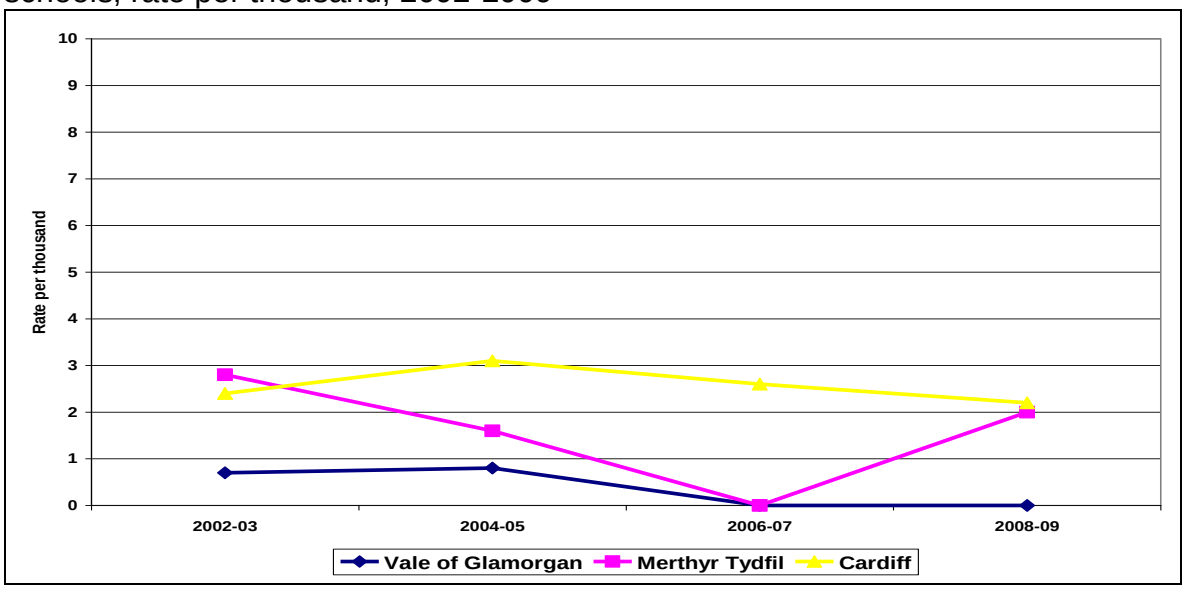
These trends are generally reflected in the local authorities with the exception of Merthyr Tydfil (figure 17b). It should be noted that the actual numbers are very small and therefore a small increase has a large impact. There were no permanent exclusions in Merthyr Tydfil and Vale of Glamorgan in 2006; none in Vale of Glamorgan and Gwynedd in 2008.

Figure 17a: Permanent exclusions by local authority in maintained secondary schools, rate per thousand, 2002-2009



Source: Statwales, 2010

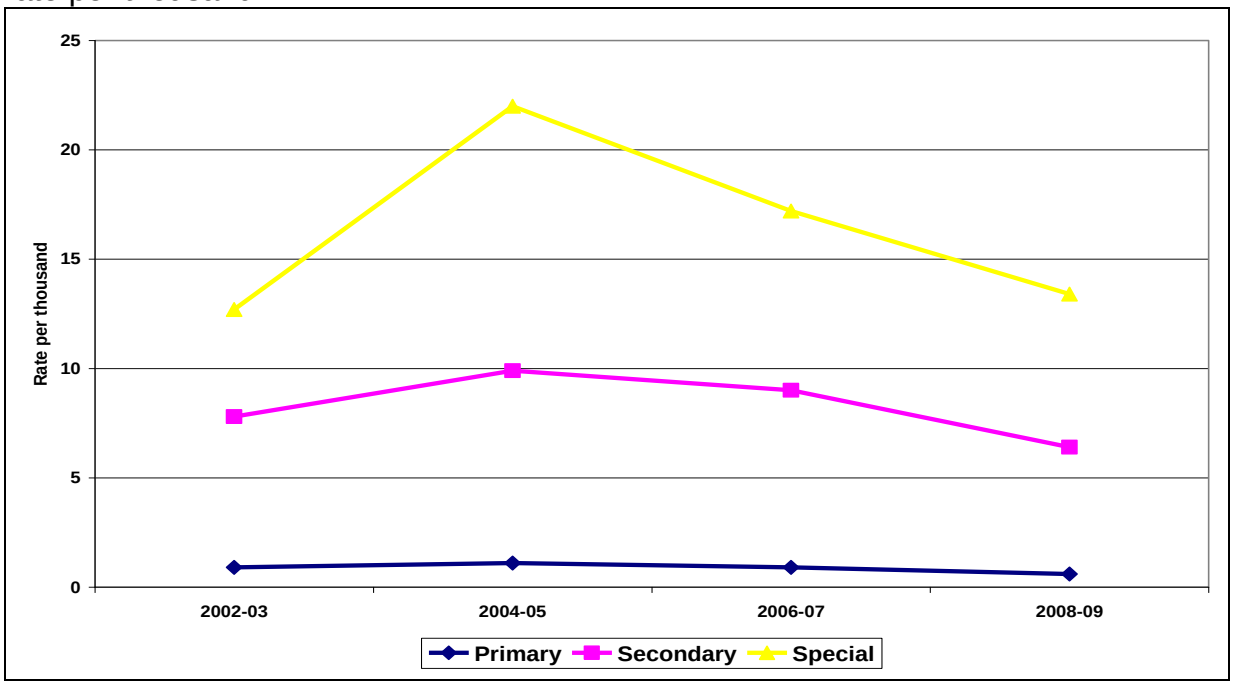
Figure 17b: Permanent exclusions by local authority in maintained secondary schools, rate per thousand, 2002-2009



Source: Statwales, 2010

In figure 18 it can be seen that fixed term exclusions of 6 days or more increased slightly in secondary schools and more in special between 2002 and 2004; however, the rate then declined and the rate in 2008 is close to the 2002 rate. In primary schools, where the overall rate is lower, there has been little change.

Figure 18: Fixed term exclusions of 6 or more days, 2002-2008, by sector, rate per thousand

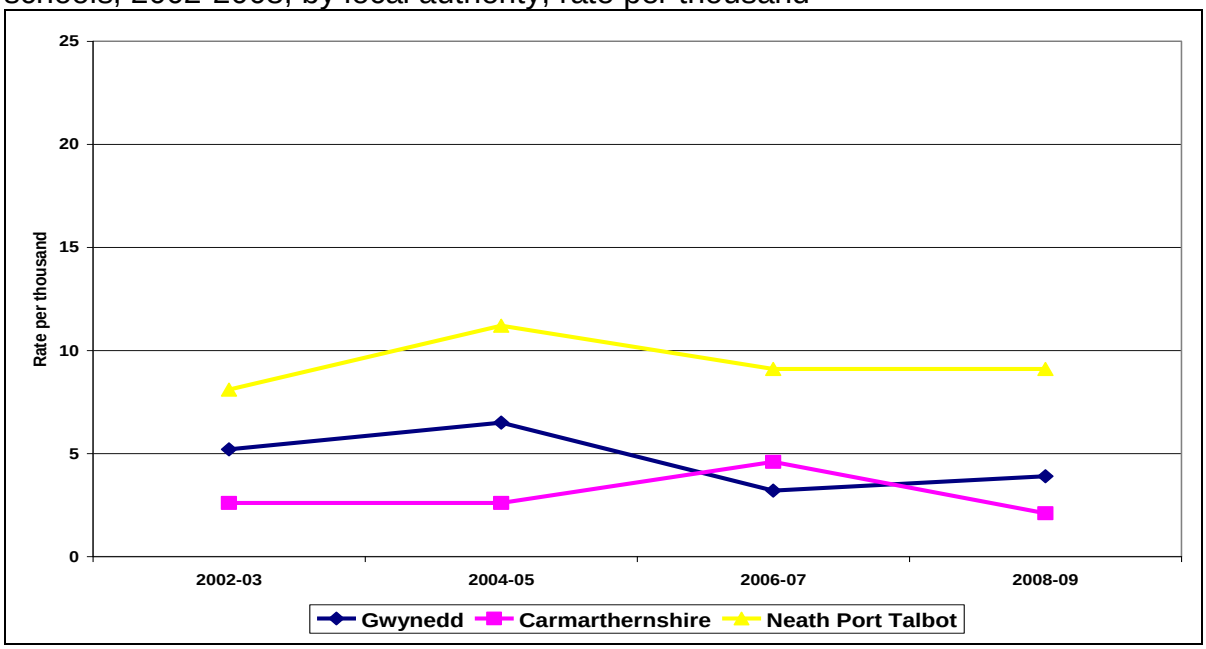


Source: Statwales, 2010

Figures 18a and 18 b indicate relatively little change in the local authorities over the period 2002-2009 in fixed term exclusion of 6 or more days in

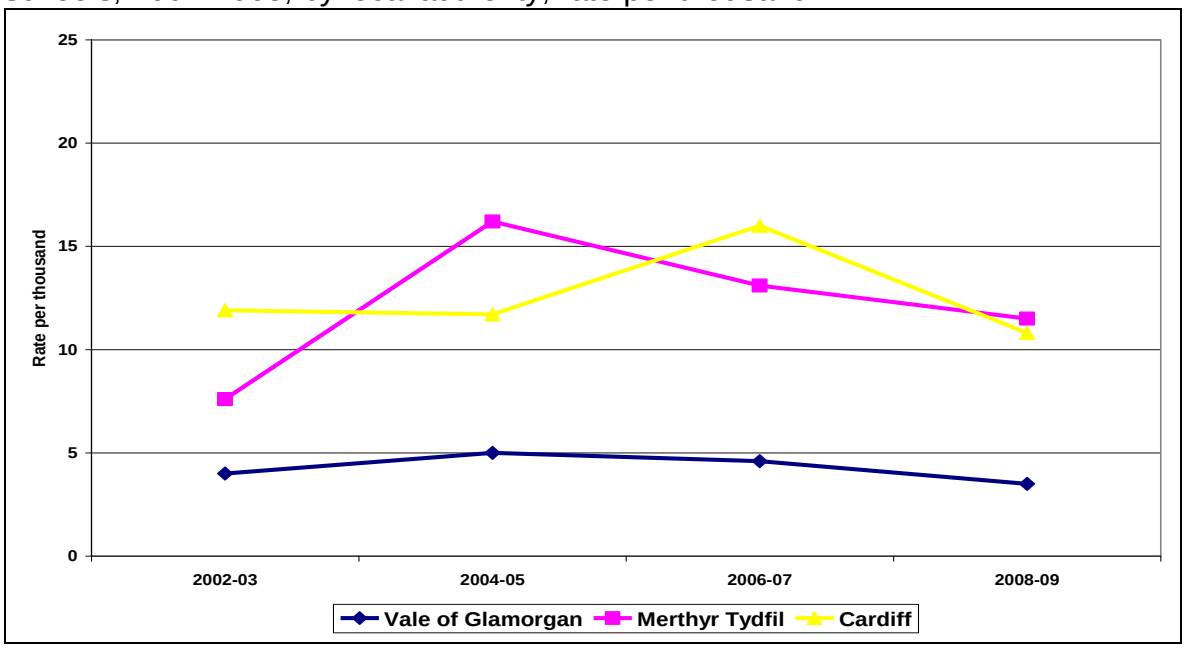
maintained secondary schools. The lowest number are in Carmarthenshire, Gwynedd and Vale of Glamorgan; the highest number are in Cardiff and Merthyr Tydfil. The only authority with an increase over the whole period is Merthyr Tydfil.

Figure 18a: Fixed term exclusions of 6 or more days in maintained secondary schools, 2002-2008, by local authority, rate per thousand



Source: Statwales, 2010

Figure 18b: Fixed term exclusions of 6 or more days in maintained secondary schools, 2002-2008, by local authority, rate per thousand

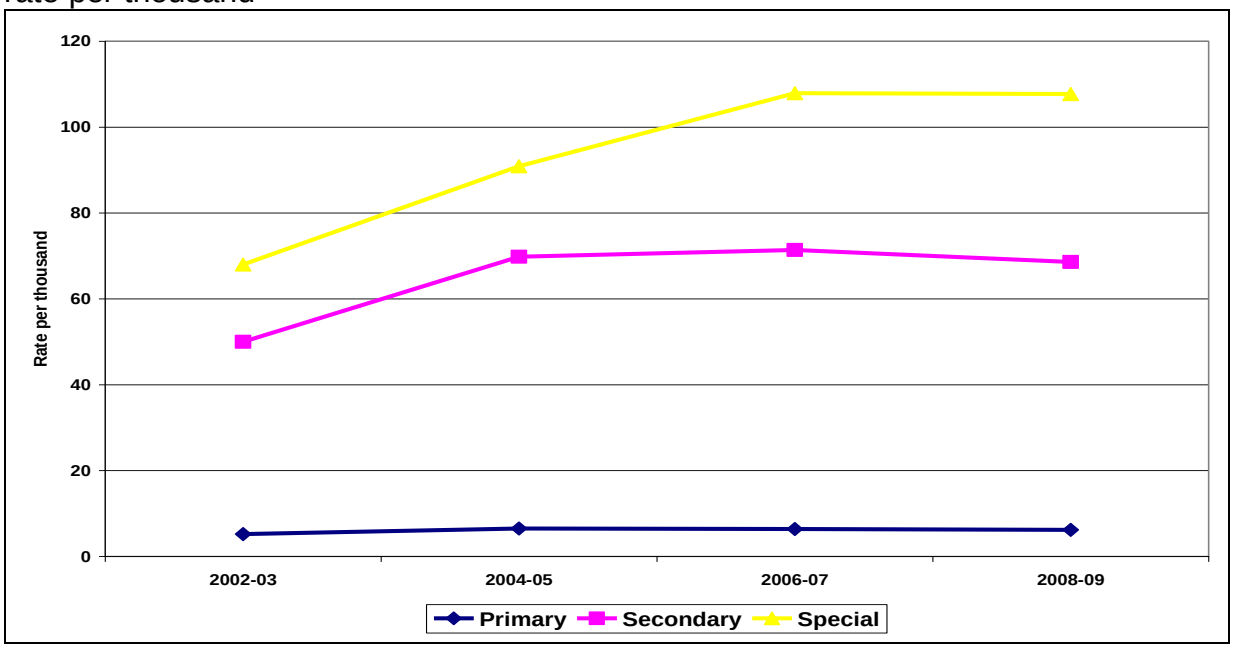


Source: Statwales, 2010

Fixed term exclusions of 5 or fewer days have gone up over the period 2002-2009 in special and secondary schools but remained virtually unchanged in primary schools (figure 19). This may suggest that school are opting for

shorter fixed term exclusions rather than the longer or permanent exclusions.

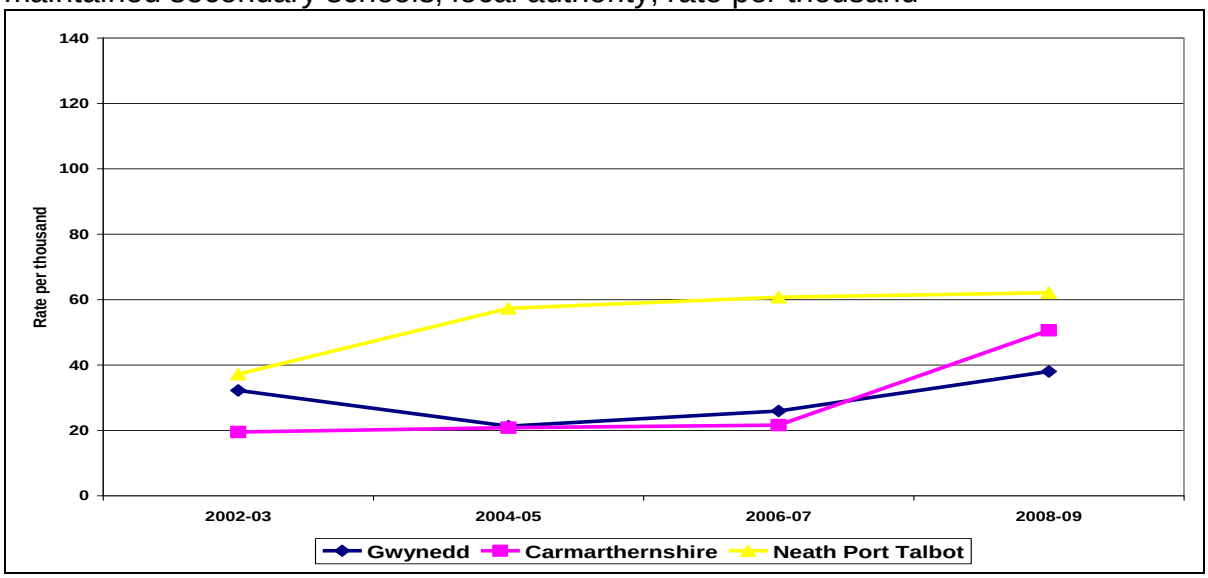
Figure 19: Fixed term exclusions of 5 days or fewer, 2002-2008, by sector, rate per thousand



Source: Statwales, 2010

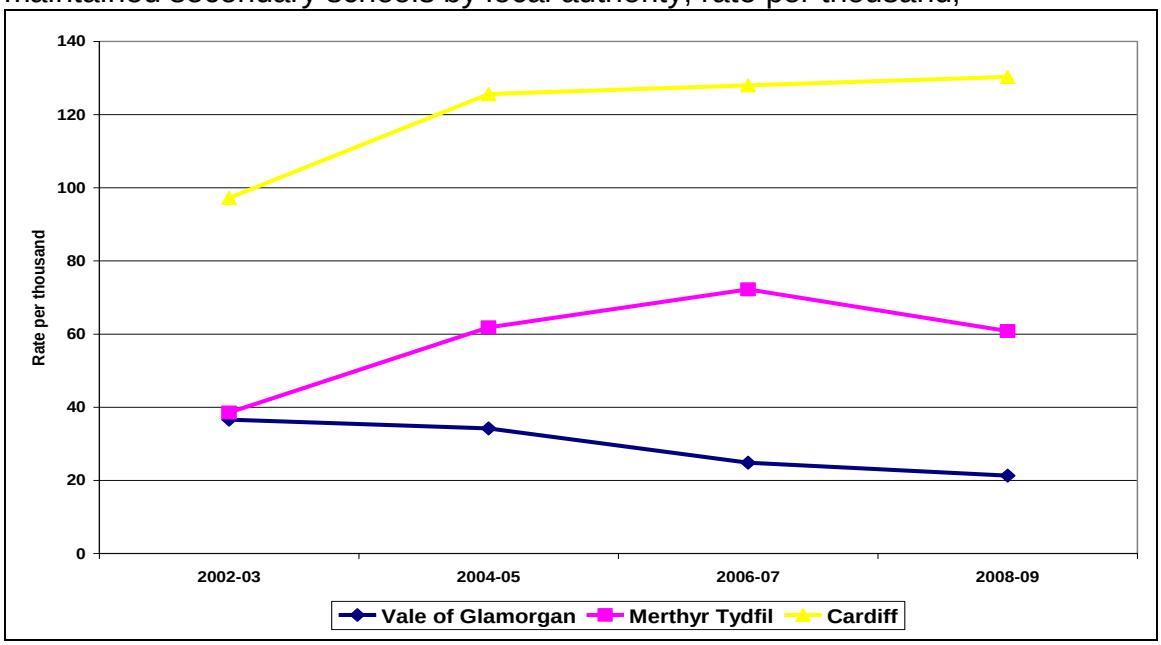
Figures 19a and 19b show that Cardiff had the overall highest rate of 5 or fewer days exclusion and that the rate had increased in all the local authorities except for Vale of Glamorgan; however, the increase was relatively marginal over the period in Gwynedd.

Figure 19a: Fixed term exclusions of 5 days or fewer, 2002-2008 in maintained secondary schools, local authority, rate per thousand



Source: Statwales, 2010

Figure 19b: Fixed term exclusions of 5 days or fewer, 2002-2008 in maintained secondary schools by local authority, rate per thousand,

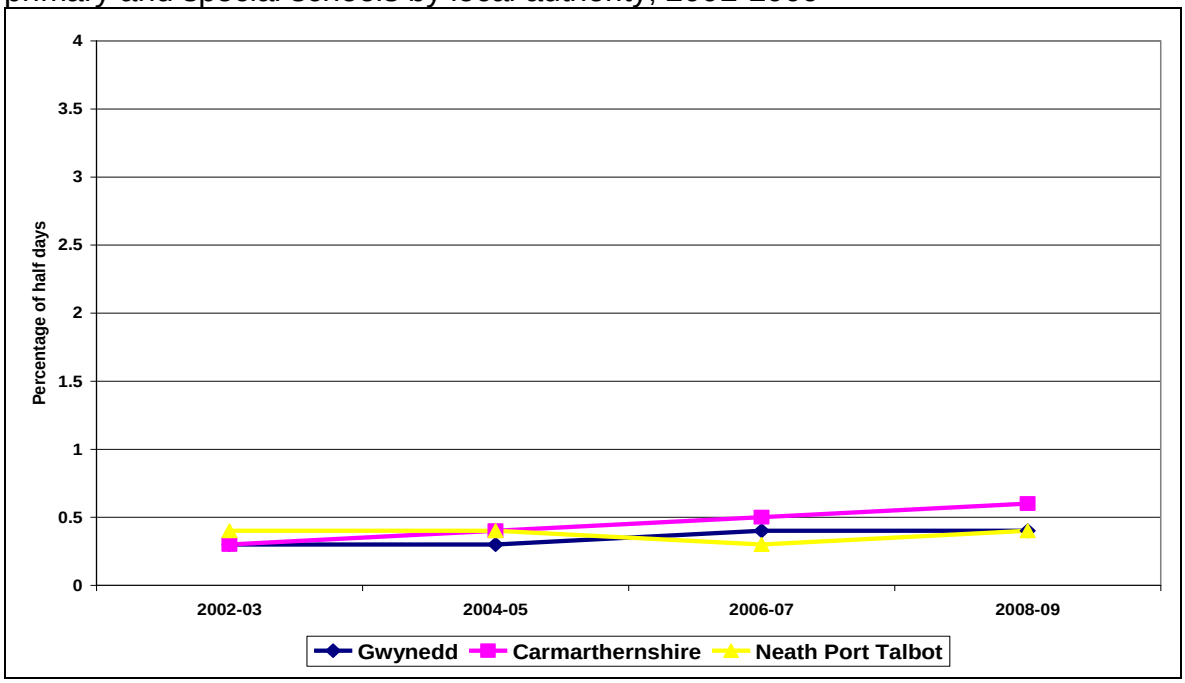


Source: Statwales, 2010

Unauthorised absences

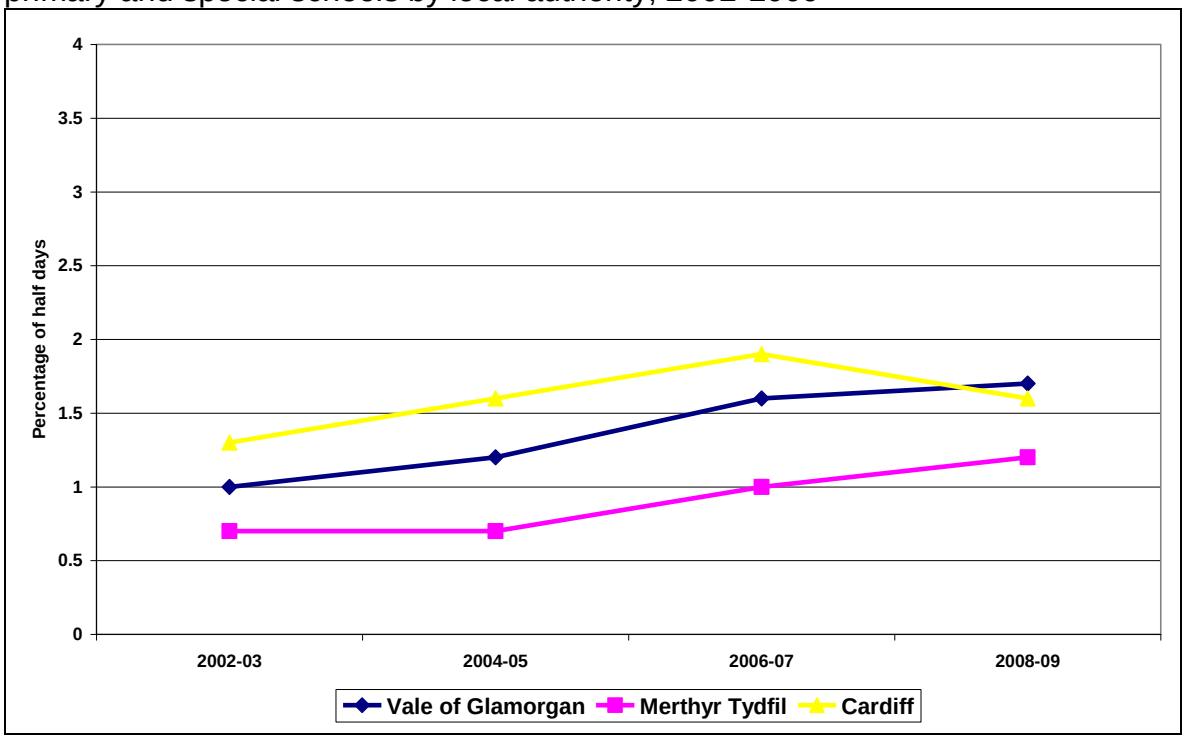
The rates of half days lost through unauthorised absences in the primary and special schools in the local authorities were highest in Cardiff, followed by Vale of Glamorgan and Merthyr Tydfil. In these authorities the rate had also increased over the period 2002 to 2009; there had also been a slight increase in Carmarthenshire and more limited one in Gwynedd. In Neath Port Talbot it had remained virtually unchanged (figures 20a and 20b).

Figure 20a: Percentage of half days lost through unauthorised absences, primary and special schools by local authority, 2002-2009



Source: Statwales, 2010

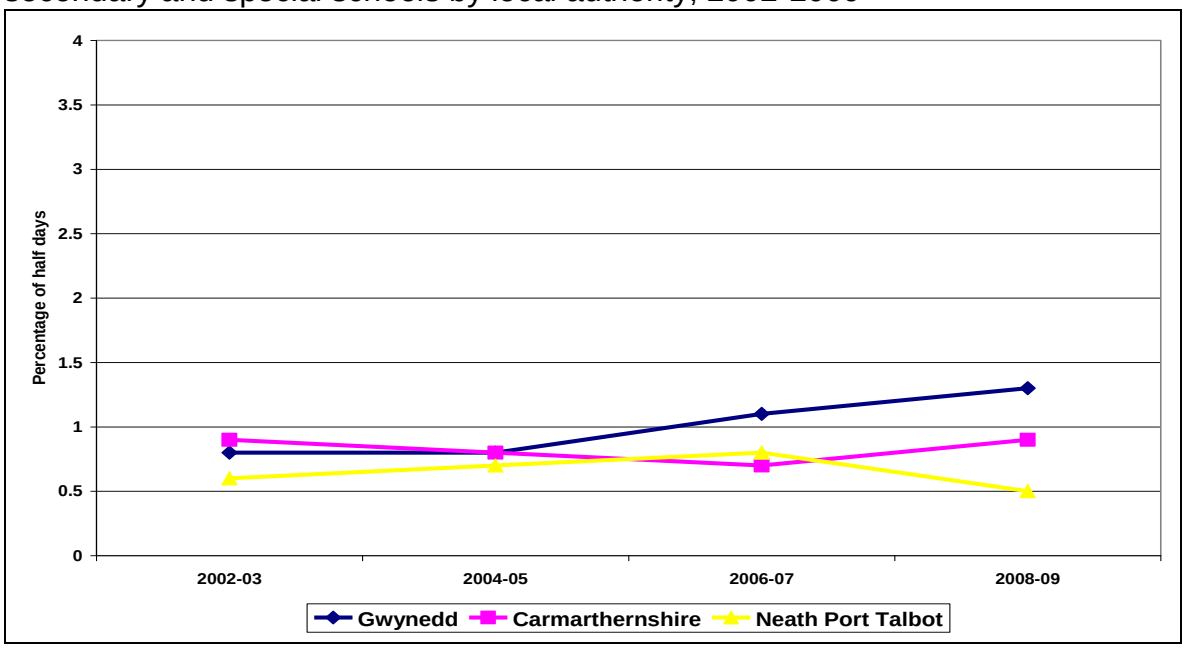
Figure 20b: Percentage of half days lost through unauthorised absences, primary and special schools by local authority, 2002-2009



Source: Statwales, 2010

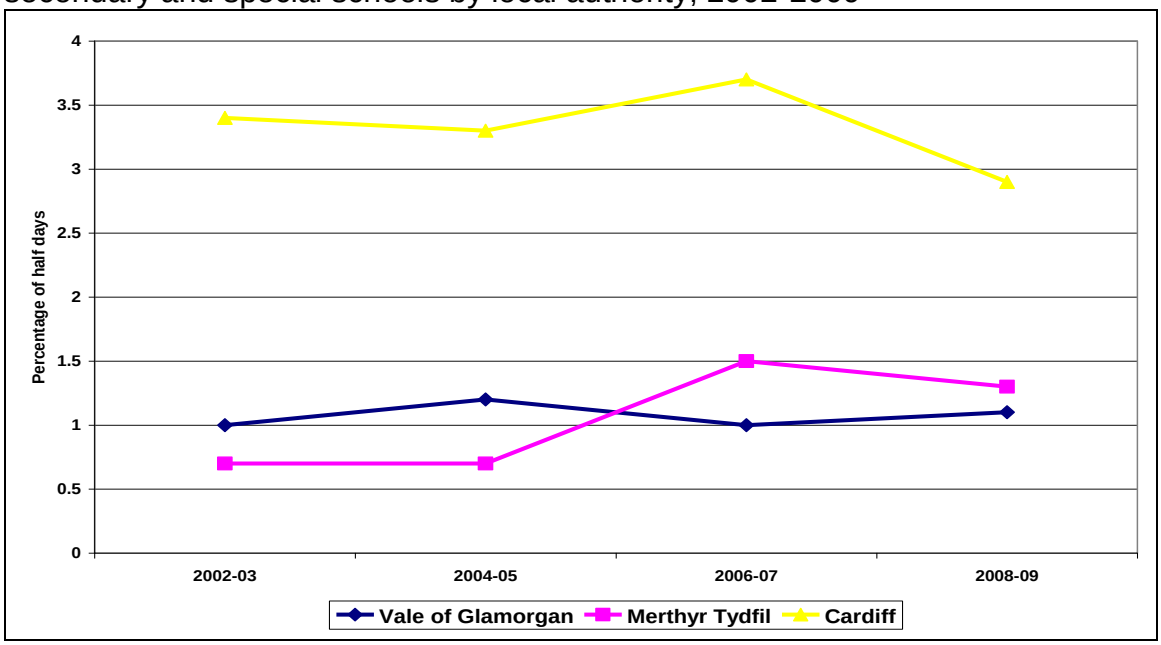
In secondary and special schools the highest rate of half days lost through unauthorised absences are to be found in Cardiff; the lowest are in Neath Port Talbot. There has been an increase in the rate in Merthyr Tydfil and in Gwynedd over the period and a decrease in Cardiff.

Figure 21a: Percentage of half days lost through unauthorised absences, secondary and special schools by local authority, 2002-2009



Source: Statwales, 2010

Figure 21b: Percentage of half days lost through unauthorised absences, secondary and special schools by local authority, 2002-2009



Source: Statwales, 2010

In table 5 it can seen that the percentage of pupils leaving school without a qualification has decreased in Wales as a whole. This is generally reflected in the local authority figures though there is more fluctuation. Gwynedd is the authority with lowest percentage of school leavers with no qualification and Merthyr Tydfil followed by Cardiff is the highest. These two authorities are the only two with percentages above the Welsh average.

Table 5: Percentage of pupils aged 15 leaving schools without a recognised qualification, 2004-09

	Pupils aged 15			% who left without a qualification		
	2004-05	2006-07	2008-09	2004-05	2006-07	2008-09
Gwynedd	1,422	1,505	1,405	0.7	0.5	0.1
Carmarthenshire	2,121	2,192	2,209	1.1	2.3	0.7
Neath Port Talbot	1,749	1,840	1,803	1.4	2.6	0.6
The Vale of Glamorgan	1,610	1,675	1,677	1.0	0.3	0.5
Merthyr Tydfil	778	755	758	2.2	1.3	1.5
Cardiff	3,779	3,688	3,651	3.4	1.4	1.4
Wales	38,495	39,576	37,607	2.2	1.7	0.9

Source: Statwales, 2010

Labour market statistics and qualifications in the working age population

This final section provides some background labour market statistics in relation to the six local authorities.

Table 6 shows variation between the areas in relation to labour market statistics. Vale of Glamorgan and Gwynedd had employment rates above the average for Wales, whilst the rest had rates below the Welsh average. Merthyr Tydfil had the lowest employment rate.

Table 6: population of local authority July 2008 – June 2009

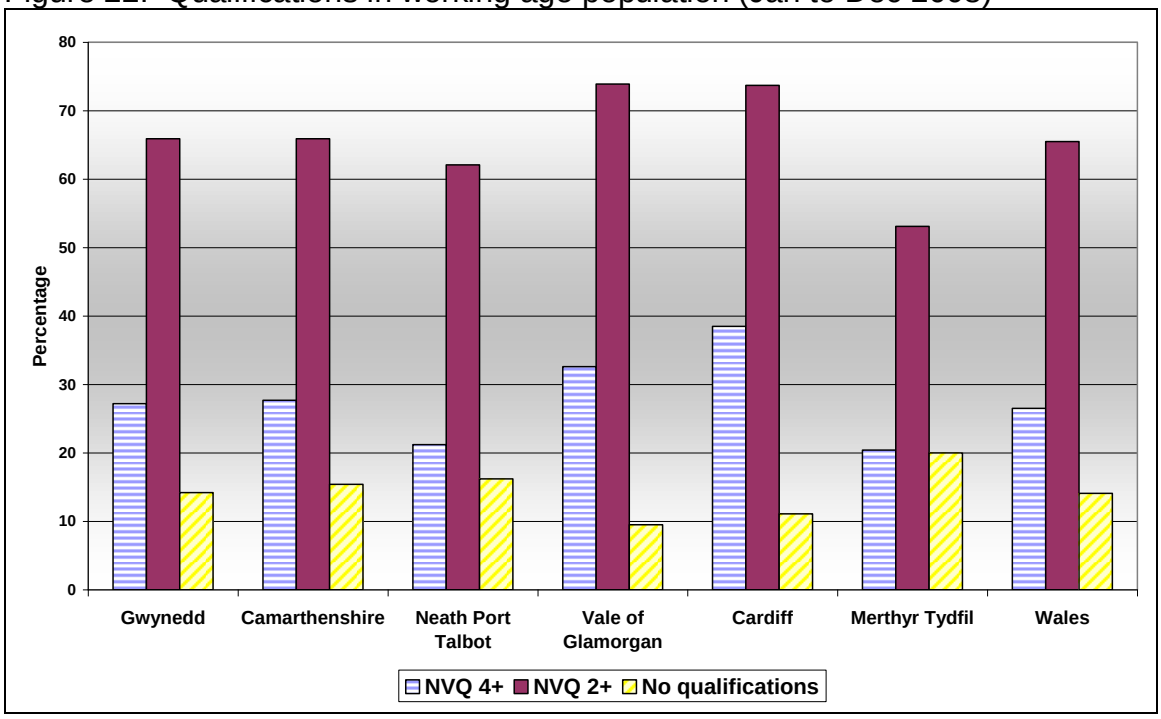
	Population 2008	Working age population as % of population	Employment rate	Unemployment rate	Economic activity rate	Economic inactivity rate
Gwynedd	118,200	58.6%	70.4%	6%	76.1%	25.5%
Carmarthenshire	180,500	57.9%	67.8%	7.3%	74.9%	25.1%
Merthyr Tydfil	55,700	60.8%	65.9%	10.1%	72.7%	27.3%
Vale of Glamorgan	124,900	59.4%	75.5%	7.1%	81.2%	18.8%
Cardiff	324,800	65.8%	68.4%	8.1%	74%	24.6%
Neath Port Talbot	137,600	59.9%	65.8%	8%	71.0%	29.0%
Wales	2,993,400	60.2%	69.4	7.7%	75.4%	24.6%

Source: LFS accessed via nomis

Welsh Index of Multiple Deprivation (WIMD)

The index of multiple deprivation is based on a range of indicators covering eight separate domains: income, employment, health, education, housing, access to services, environment and community safety. Wales is split into 1,896 Lower Layer Super Output Areas which have roughly similar population (around 1,500). In the 2008 WIMD, Cardiff along with Rhondda Cynon Taf and Swansea '**contained** the highest percentage of the SOAs in the most deprived ten percent in Wales, for overall deprivation' and Merthyr Tydfil, Blaenau Gwent , Neath Port Talbot and Rhondda Cynon Taf **had** the highest percentage **of their SOAs** in the most deprived ten percent of Wales, for overall deprivation (http://wales.gov.uk/docs/statistics/2010/100712wimd08summaryreviseden.pdf, accessed 2.09.10). This suggests that there are pockets of high deprivation within Cardiff but also areas of lower deprivation; whilst the Merthyr Tydfil and Neath Port Talbot there is a higher concentration overall of deprivation. Levels of deprivation are linked to overall level of qualification, figure 22 shows that the highest numbers of people of working age with no qualification are to be found in Merthyr Tydfil followed by Neath Port Talbot. It is worth noting that the percentage of school leavers in Neath Port Talbot with no qualification had decreased to below the Welsh national average in 2008-09 (table 5).

Figure 22: Qualifications in working age population (Jan to Dec 2008)



Source: LFS accessed via nomis

Welfare benefit claimants is another indication of the relative poverty/affluence of an area and, as above, the statistics for Merthyr Tydfil and Neath Port Talbot indicate higher levels of deprivation than those for the other areas. Table 7 shows that these two authorities as well as Carmarthenshire were above the Welsh average.

Table 7: Jobseeker and IB/ESA claimants August 2009

	Jobseekers - All	IB/ESA claimants - All
Gwynedd	2.9%	7.7%
Carmarthenshire	3.3%	12.0%
Merthyr Tydfil	7.1%	16.2%
Vale of Glamorgan	4.2%	7.6%
Cardiff	4.3%	8.2%
Neath Port Talbot	4.5%	15.2%
Wales	4.3%	10.5%

Additional tables/graphs – kept at this stage in case we want to change!

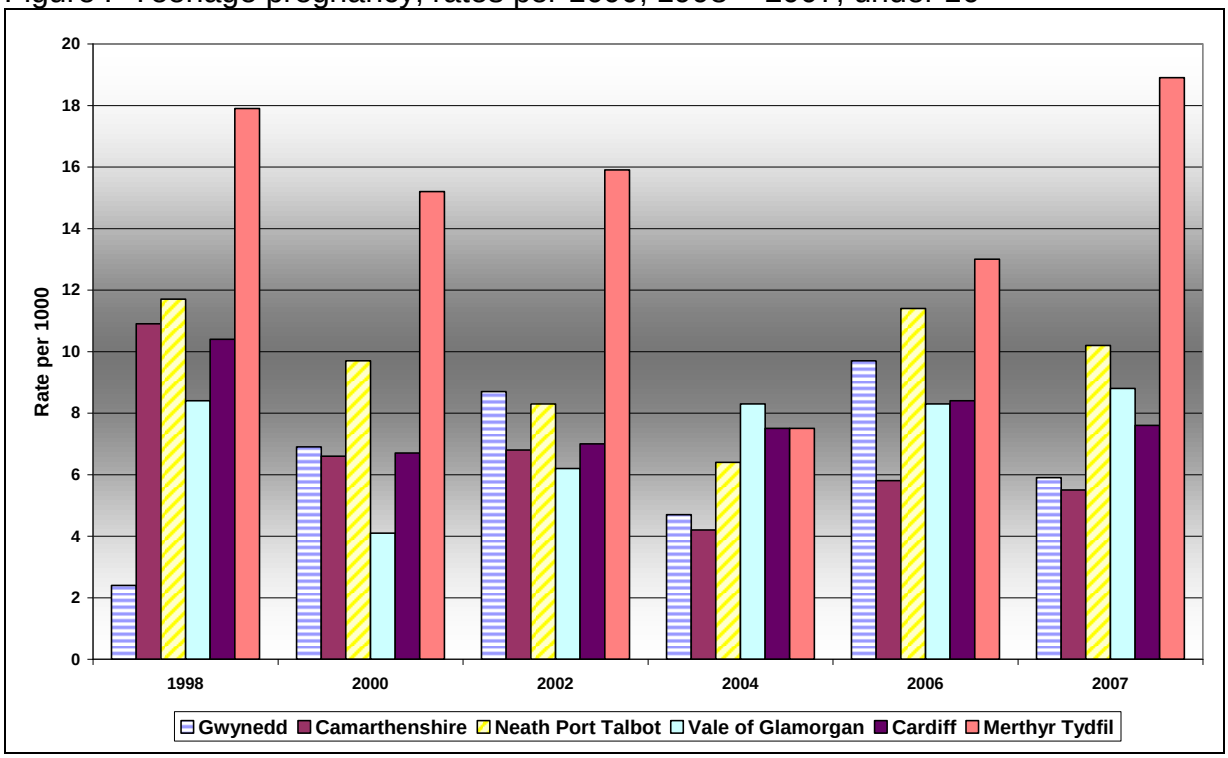
Table X: Teenage pregnancy, 2007

	All ages		Under 16		Under 18		Under 20	
	Nos	Rate[1]	Nos	Rate[2]	Nos	Rate[3]	Nos	Rate[4]
Gwynedd	1,581	71.6	13	5.9	106	49.2	228	57.6
Carmarthenshire	2,356	73.3	19	5.5	123	35.9	304	54.0
Merthyr Tydfil	937	84.6	21	18.9	82	69.5	165	85.0
Vale of Glamorgan	1,801	75.9	22	8.8	85	32.3	233	54.9
Cardiff	5,760	74.6	43	7.6	289	49.5	735	61.3
Neath Port Talbot	1,872	72.6	26	10.2	118	45.1	288	66.6
Wales	43,755	75.6	482	8.5	2,622	44.9	6,421	64.9

Source: Statswales: Conceptions by UA (year, age group)

1. per 1000 female residents aged 15-44
2. per 1000 female residents aged 13-15
3. per 1000 female residents aged 15-17
4. per 1000 female residents aged 15-19

Figure : Teenage pregnancy, rates per 1000, 1998 – 2007, under 16



Source: Statwales, 2010

Figure : Teenage pregnancy, rates per 1000, 1998 – 2007, under 18

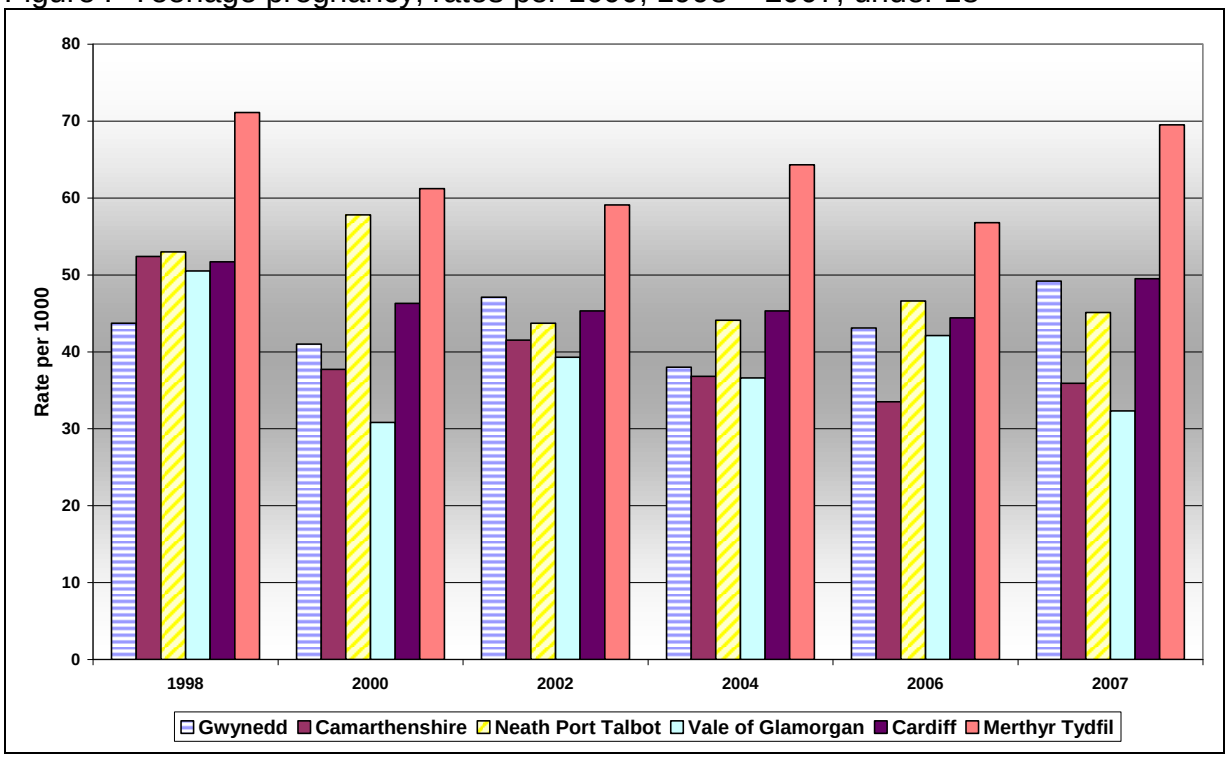


Figure: Under 20 pregnancy rates

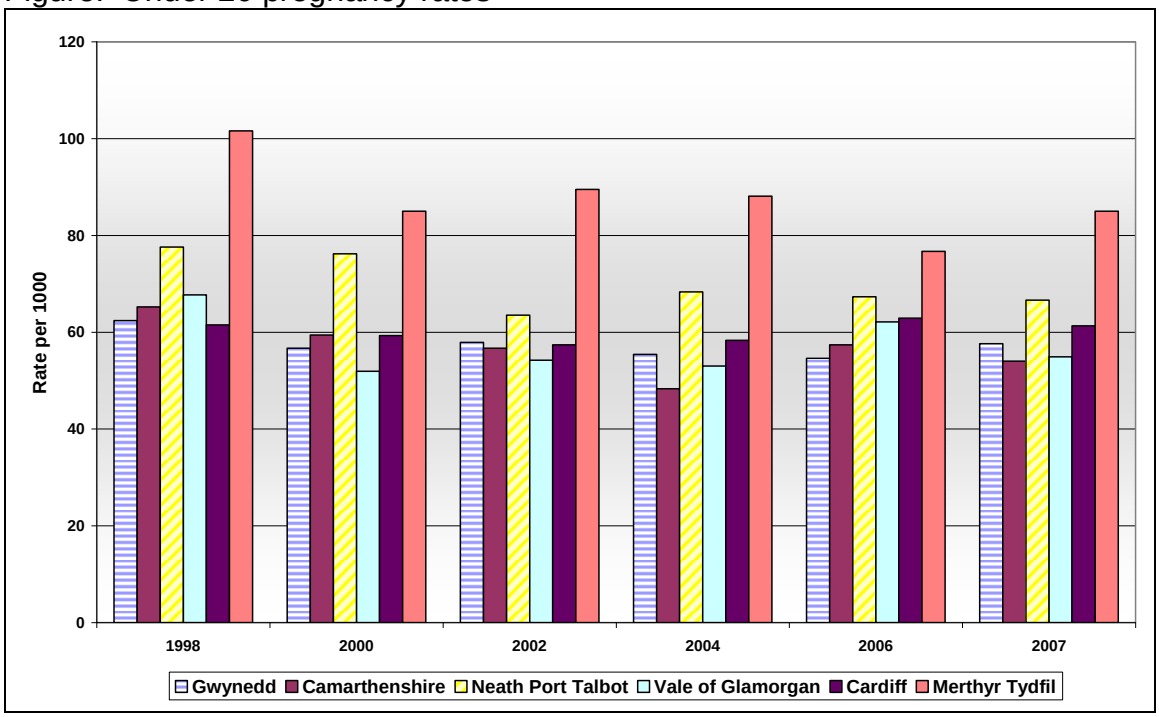


Table X: A comparison between male and female suicide rates, age 15 to 44, Wales

	Male Rate per 100,000	Male Numbers		Female Rate per 100,000	Female Numbers
1991	20.6	122		4.8	29
1995	29.1	169		4.9	28
2000	27.4	154		5.5	32
2002	25.3	140		6	34
2004	23.8	133		5.1	30
2006	19.4	109		5.7	34
2008	19.9	113		5.6	32

Source: ONS

Table 5: Permanent exclusions by sector, 2002-2008, rate per thousand

	2002-03		2004-05		2006-07		2008-09	
	Number	Rate	Number	Rate	Number	Rate	Number	Rate
Primary schools	65	0.2	53	0.2	20	0.1	14	0.1
Secondary Schools	365	1.7	401	1.9	259	1.2	194	0.9
Special Schools	13	3.4	6	1.6	6	1.5	2	0.5
Pupil Referral Units	5	N/A	5	N/A	6	N/A	3	N/A
Sector Total	439		465		291		213	

Table 6: Fixed term exclusions of 5 days or fewer by sector, 2002-2008, rate per thousand

	2002-03		2004-05		2006-07		2008-09	
	Number	Rate	Number	Rate	Number	Rate	Number	Rate
Primary schools	1,439	5.2	1,747	6.5	1,678	6.4	1,612	6.2
Secondary Schools	10,699	50	14,966	69.8	15,012	71.4	14,091	68.6
Special Schools	261	68	348	90.9	432	107.9	443	107.7
Pupil Referral Units	251	N/A	600	N/A	723	N/A	1,287	N/A
Sector Total	12,650		17.661		17,845		17,433	

Table 6: Fixed term exclusions of 6 days or more by sector, 2002-2008

	2002-03		2004-05		2006-07		2008-09	
	Number	Rate	Number	Rate	Number	Rate	Number	Rate
Primary schools	252	0.9	303	1.1	227	0.9	163	0.6
Secondary Schools	1,670	7.8	2,125	9.9	1,888	9	1,324	6.4
Special Schools	48	12.7	84	22	69	17.2	55	13.4
Pupil Referral Units	58	N/A	69	N/A	67	N/A	59	N/A
Sector Total	2,028		2,581		2,251		1,601	

Table 7: Permanent exclusions by local authority, 2002-2008, rate per thousand

	2002-03		2004-05		2006-07		2008-09	
	Number	Rate	Number	Rate	Number	Rate	Number	Rate
Gwynedd	33	4.1	23	2.9	21	2.6	*	0
Carmarthenshire	15	1.2	21	1.7	22	1.8	11	0.9
Neath Port Talbot	36	3.8	23	2.4	24	2.6	18	2.1
The Vale of Glamorgan	7	0.7	8	0.8	*	0	0	0
Merthyr Tydfil	13	2.8	7	1.6	*	0	8	2.0
Cardiff	53	2.4	67	3.1	56	2.6	45	2.2

Table 8: Fixed term exclusions of five days or fewer by local authority, 2002-2008, rate per thousand

	2002-03		2004-05		2006-07		2008-09	
	Number	Rate	Number	Rate	Number	Rate	Number	Rate
Gwynedd	254	32.2	171	21.3	205	25.9	290	38.0
Carmarthenshire	244	19.5	259	20.8	266	21.6	627	50.6
Neath Port Talbot	349	37.2	543	57.3	556	60.7	545	62.1
The Vale of Glamorgan	334	36.6	332	34.2	241	24.8	208	21.3
Merthyr Tydfil	177	38.5	273	61.8	308	72.2	249	60.8
Cardiff	2,133	97.2	2,745	125.6	2,739	128.0	2,727	130.3

Table 9: Fixed term exclusions of six days or more by local authority, 2002-2008, rate per thousand

	2002-03		2004-05		2006-07		2008-09	
	Number	Rate	Number	Rate	Number	Rate	Number	Rate
Gwynedd	41	5.2	52	6.5	25	3.2	30	3.9
Carmarthenshire	33	2.6	32	2.6	56	4.6	26	2.1
Neath Port Talbot	76	8.1	106	11.2	83	9.1	80	9.1
The Vale of Glamorgan	38	4.0	49	5.0	45	4.6	34	3.5
Merthyr Tydfil	35	7.6	72	16.2	56	13.1	47	11.5
Cardiff	262	11.9	255	11.7	342	16.0	225	10.8

Summary

- Changes over time are not necessarily due to the AWSLCP as we can only examine correlations and not causation.
- There is a downward trend in 13-14 year olds smoking.
- There has been a relatively steady decrease in 11-16 year olds in Wales who say they drink.
- The use of cannabis has also decreased, although more girls than boys said they had used it at some time last year. As is the case with tobacco, more girls than boys reported using cannabis in 2006.
- The number of ASBOs issued to all 10 to 17 year olds across the four police areas in Wales has fallen since 2006, though these orders have been used mainly for boys.
- The rate of permanent exclusions in Welsh primary schools is low and has not changed over the period 2002-2009; there has however, been a reduction in the rate in special schools and also, to a lesser extent in secondary schools over this period.
- The percentage of pupils leaving school without a qualification has decreased in Wales as a whole.

APPENDIX VI

Pupil Survey

Introduction

The All Wales School Liaison Programme (AWSLCP) has been developed in recognition of the role that schools and education can play in tackling anti-social behaviour, substance misuse and personal safety. The AWSCLP approach is mainly a preventive, generalised and broad-based one that is focussed on formal lessons delivered by uniformed police in the classroom, together with supportive policing activities. The aims of the programme are to:

- Work towards achieving a reduction in crime and disorder in the young of our communities, through the medium of education
- Promote the principles of positive citizenship in schools and their wider communities.

The Flannigan Report on Policing in England and Wales (2008) recognises that the police service now not only takes responsibility for its 'traditional' functions, but also for many new ones, which require different skills and different ways of working. These developments mean that policing now ranges from counter terrorism and civil emergencies, to child protection; to the management of sex offenders in the community; to anti-social behaviour; to community policing. The AWSLCP is therefore well placed as an example of how police are engaging with young people in Wales.

The AWSLCP is currently delivered across Wales in 98% of schools by 87 School Community Police Officers (SCPOs). It is the intention that the AWSLCP should be used in conjunction with other initiatives to work towards reducing crime and disorder among young people. The emphasis is on partnership working and the AWSLCP collaborates with a range of other providers.

This evaluation focuses on whether the messages contained in the AWSLCP lessons, and the supportive police role undertaken by the SCPOs, are feeding through to:

- A reduction in anti-social behaviour in schools and communities;
- A greater sense of personal safety for pupils;
- A reduction in substance misuse.

This evaluation took place between December 2008 – December 2010, and draws on both qualitative and quantitative data from a range of methods, to characterise good practice in the implementation of the AWSLCP. The evaluation includes a literature review and key informant interviews. Ten schools were identified across Wales (4 primary, 5 secondary and 1 special). Two researchers spent, on average, 2 days in each school and local community conducting in total over 80 interviews with school staff, SCPOs,

parents and community professionals. The researchers also observed 7 AWSLCP lessons, and conducted 23 pupil focus groups.

A pupil survey of all those in years 6, 8 and 11 was administered in each of the 10 schools visited and the findings are given below.

The Survey

This survey forms part of an evaluation of the All Wales School Liaison Core Programme (AWSLCP). The questionnaire was devised to survey pupil attitudes (and changes in attitudes) towards substance misuse, anti social behaviour and their feelings of safety in school and in their communities in light of the lessons from, and contact with, School Community Police Officers (SCPO).

The survey was administered in 10 schools to all pupils in years 6, 8, and 11. The survey was anonymous, with envelopes provided so that completed questionnaire would not be seen by school staff. Questions asked included:

- What lessons or topics were most important or useful for you?
- Have any of these lessons changed what you do?
- Do you feel safe in school and in your community?

There were also questions asking about young people's experiences of, and attitudes towards, substance misuse and anti-social behaviour. In addition to the closed questions pupils were also asked to offer additional open-ended comments in relation to specific questions.

The questionnaire allows for triangulation with the qualitative data gathered through observation, interviews and focus group meetings in each case study school. The pupil questionnaire was administered to 6 schools in the autumn term of 2009, and in 4 schools in the first weeks of 2010.

Methodology

Sample and administration of questionnaire
With the prior agreement of the Advisory Group schools were chosen on the following criteria:

- Long-term contact with SCPO;
- As an example of good practice;
- Representation across all 4 police force areas;
- Socio-economic diversity;

- Inclusion of a Welsh medium primary and secondary school.

Four pairs of linked primary and secondary schools, 1 special school and 1 community school were identified as meeting the above criteria. Each of the 10 schools was contacted initially through the National Coordinator AWSLCP and SCPO prior to the school summer holidays 2009 and agreed to participate. Although socio-economic diversity was one criterion for selection it is clear that, if using Free School Meal entitlement as an indicator schools with higher levels of deprivation are underrepresented (see table 2). This sample cannot therefore be considered as representative of all schools in Wales and, in addition the total number of pupils and school surveyed is low. This should be taken into consideration when interpreting the findings.

Each school was sent a letter explaining the administration of the questionnaires, and a sufficient number of questionnaires for each year group (years 6, 8, and 11). Letters were provided for parents informing them of the questionnaire and letting them know that a small number of pupils would be asked to take part in a focus group. The school was also sent envelopes for each questionnaire so pupils could be assured of anonymity. We also provided information leaflets which invited for pupils, staff and parents to contact the research team if they had any queries. All information was available in English and Welsh.

Questionnaires were sent to the school in advance of the researchers visit and were administered by the school, with completed questionnaires collected by the researchers. All questionnaires were returned by February 2010.

Table 1: Questionnaire response rate by school

School	FSM	Questionnaires sent[3]			Questionnaires returned[3]			Response rate		
		Year 6	Year 8	Year 11	Year 6	Year 8	Year 11	Year 6	Year 8	Year 11
1	Low	-	**233**	**228**	-	**201**	**160**	-	86%	70%
2	Low	-	**312**	**251**	-	**233**	**199**		75%	79%
3	Low	-	104	100	-	87	79		84%	79%
4	High	-	**148**	**174**	-	**102**	**115**		69%	66%
5	High	-	117	**139**	-	92	**104**		79%	75%
6	High	35	-	-	33	-	-	94%		
7	Low	30	-	-	27	-	-	90%		
8	Low	60	-	-	49	-	-	82%		
9	Low	60	-	-	53	-	-	88%		
10[1]	High	-	10	14	-	6	3	-	60%	21%
Total[2]		185	924	906	162	721	660	88%	78% 78%	73% 74%

1. This school has not been included the analysis due to small numbers
2. The first overall response rate includes school 10; the second excludes school 10
3. Numbers in bold show where there is a discrepancy of more than 30 in questionnaires sent and completed

A total of 2015 questionnaires were distributed to schools and 1543 pupils completed the questionnaires (193 in Welsh). This excludes four secondary questionnaires which were returned blank. This gives an overall response rate of 88% for primary schools (year 6); 78% for year 8 and 74% for year 11 (excluding school 10). Where there is a discrepancy of more than 30 in number of returns compared to questionnaires sent, it is likely that a whole class may have been left out of the survey. We do not know if classes were left out and, if they were, what the characteristics of those particular classes were.

From feedback on return of the questionnaires it became clear that many pupils did not know the 'title' of the lessons they had received (which were listed on the questionnaire), and school staff administering the survey had to reinterpret these as, for example, 'the lesson you had on drugs' or 'the lesson about internet safety'. Although the levels of literacy and understanding varied in all year groups, substantial help was only recorded as required in the special school where teachers/support staff scribed for the majority of pupils (this is noted in the data entry and analysis).

The questionnaire

Three slightly different questionnaires were devised for each year group (Years 6, 8, and 11) taking into account the different lessons given by the SCPO (see Appendix). The questionnaire contained 20 questions of which 12 asked for a 'tick' to agree or disagree to a statement or question. There were also several opportunities for pupils to elaborate and/or make further comments.

Several questions asked how pupils viewed the lessons delivered by the SCPO (as useful and/or important) and whether this had changed their behaviour and/or attitudes. Further questions regarding attitudes towards drugs and antisocial behaviour were loosely based on the Scottish Schools Adolescent Lifestyle and Substance Use Survey 2004 (SALSUS). See

(http://www.drugmisuse.isdscotland.org/publications/abstracts/salsus_national04.htm)

There were also some questions about young peoples experiences generally in terms of engaging in or witnessing antisocial behaviour and substance misuse.

QUESTIONNAIRE FINDINGS

Pupil characteristics: primary

A total of 162 questionnaires were returned. There were 89 boys in the sample compared to 73 girls, 55% compared to 45%. The majority, 127 were

aged 10, this constitutes 78% of the sample, the remainder were 11 years of age. One pupil did not respond to the question on age.

Table 2. WAG Primary Pupil Survey Returns

Gender		Total		Age	
Boy	**Girl**			**10**	**11**
89	73	162		127	34

Pupil characteristics: secondary

A total of 1381 completed questionnaires were returned by secondary pupils. Another four uncompleted questionnaires were returned; on one of these the respondent had noted that she was not a Welsh speaker but that she had been given a questionnaire in Welsh. The analysis is based on 1372 questionnaires because the returns school 10 (see table 1 above) were too low to be included in a statistical analysis.

The secondary questionnaire responses included 652 boys, accounting for 48% of the sample and 712 girls, 52% of the sample. Eleven pupils (0.7%) did not respond to the gender question. The majority of year 8 pupils were aged 12 (over 70%) and the rest were 13, apart from 1 who was 14. Most, over 75% of the year 11 pupils, were aged 15, the rest were 16 apart from 1 pupil who stated that he was 14. Eight pupils failed to answer the question on age or gave a response that was inappropriate (see Table 3).

Table 3: WAG Secondary Pupil Survey Returns (excluding blank questionnaires)

	Nos	*% total sample*	Boy	Girl	No response	12	13	14	15	16	No response
Low FSM	959	*70*	443	510	6	413	104	1	350	79	13
High FSM	413	*30*	209	202	2	112	72	1	140	79	9
Total	1372		652	712	8	525	176	2	490	158	22

Secondary school data are analysed according to 'above Welsh secondary school average' and 'below Welsh secondary school average' Free School Meal (FSM) entitlement which in 2009-10 was 15.6% (http://www.statswales.wales.gov.uk)[2]; primary schools are reported separately as a single group as the sample would be too skewed if using FSM to group the schools. 'High FSM' in this report refers to above average FSM entitlement and 'Low FSM' refers to below average FSM entitlement Whilst this leads to an imbalance in numbers at secondary due to the different number of responses from the schools, the use of percentages allows for an examination of the proportion of responses within each of these two types of schools. In addition to this analysis, primary and secondary data are analysed according to gender. Within the sample there were a total of five secondary schools, of these two come into the category of above average

[2] FSM average for secondary schools reduced gradually from 19.8% in 1996-97 to a low of 14.2% in 2007-08 since then it has increased up to 14.6% in 2008-09 and now it stands at 15.6%

free school meals and three are below average. The special school has been excluded from this analysis because the sample was too small and the method of completing the questionnaire differed from the rest of the sample. Where possible the data has been analysed to identify statistically significant differences using a χ^2 test. Where there are significant differences the relevant statement is shown in bold and * indicates that it is significant at $p<0.05$ and ** at $p<0.01$ and below. The primary pupil data did not allow for significance testing except for a small number of variables due to small numbers.

Responses to the questionnaire

This part of report consists of three main sections:

1. Knowledge and awareness gained from the lessons
2. Behaviour and engagement in anti-social behaviour
3. Sense of safety in school and the community

Each section reports on responses primary pupils first followed by secondary pupils. The key points and the main differences between primary and secondary, the two types of secondary schools (High FSM and Low FSM) and gender are set out in the summary at the end of each section.

The evaluation of the programmes taught by the School Community Police Officer was problematic. The lessons were listed by their title but pupils did not necessarily remember the actual name of a particular lesson and had to be reminded of it by school staff administering the questionnaires. It is possible that pupils confused the names and the prompts given by school staff and commented on lessons taught by school staff which had a similar content. That this had happened was suggested by the considerable mention that pupils made of Internet Safety lessons. The responses to these questions are therefore not included in this analysis.

Section 1: Knowledge and awareness gained from the lessons

Primary pupils

The majority of primary pupils stated that they had gained knowledge and awareness in a number of areas following the lessons. In particular they had gained new knowledge and had learnt about staying safe. However, only around half of the pupils indicated that this would lead to a change in their behaviour in or out of school (see table 4). There were few gender differences between; girls were slightly less likely to say they would change their behaviour than boys were.

Table 4a: Knowledge and awareness gained from lessons taught showing numbers/percentage agreeing with statement, primary

	Nos	*%*
I found out things I didn't know before	148	*91*
I now think about how other people might feel	128	*79*
I now think about changing my behaviour in school	83	*51*
I now think about what happens if you smoke cigarettes	135	*83*
I now think about changing my behaviour when I am out of school	94	*58*
I now think about what I need to do to stay safe	148	*91*
I now think about what happens if you take illegal drugs	135	*83*
I now think about what happens if you drink too much alcohol	139	*86*

Table 4b: Knowledge and awareness gained from lessons taught showing numbers/percentage agreeing with statement, primary, by gender

	Boys		Girls	
	Nos	*%*		*%*
I found out things I didn't know before	81	*91*	67	*92*
I now think about how other people might feel	72	*81*	56	*77*
I now think about changing my behaviour in school	50	*56*	33	*45*
I now think about what happens if you smoke cigarettes	76	*85*	59	*81*
I now think about changing my behaviour when I am out of school	54	*61*	40	*55*
I now think about what I need to do to stay safe	82	*92*	66	*90*
I now think about what happens if you take illegal drugs	73	*82*	82	*85*
I now think about what happens if you drink too much alcohol	76	*85*	63	*86*

Most primary pupils commented in the questionnaire that the lessons contained information and knowledge that would help keep them out of trouble and make them feel safe, with some explicit comments, and many more implicitly, indicating that this was new information e.g. *Well, I didn't know anything like this.*
Many comments were about future impact e.g.

> *I think it is good because it will keep us safe in the future.*
> *Because when we grow up we will not get into trouble.*

A few comments indicated that the lessons had given pupils information that was affecting how they behave now e.g.

> *I now know that to be sensible on websites because there are pedophiles* [original spelling].
> *I now know what to do if I come across drunk people.*

In focus groups primary pupils were usually able to recall several lessons they had been taught, and they spoke of enjoying the AWSLCP lessons and learning from them. As with survey comments, there was a sense that pupils understood the lessons as important for their future, rather than impacting on their present behaviour (which was not seen by them as problematic).

Table 5a shows that primary pupils were most likely to discuss social and personal matters with their class teachers and their parents; assemblies also provided an opportunity for hearing about these issues. The school nurse and the youth worker was the least likely point of contact for discussing these matters. In table 5b it can be seen that the most notable gender difference is that girls are considerably more likely to discuss these matters with friends than boys are; boys are more likely to discuss it with their doctor than girls are. Parents are also more important to girls than to boys as a source of information about social matters.

Table 5a: Opportunities to discuss social issues, primary

Discussed with/in:	Nos	*%*
my class teacher	131	*81*
other teachers	94	*58*
circle time	60	*37*
assemblies	111	*69*
other lessons	76	*47*
the community police officer	82	*51*
the school nurse	13	*8*
my friends	86	*53*
my parents or guardians	129	*80*
other adults in the school e.g. classroom assistant or support teacher	54	*33*
my brothers or sisters	66	*41*
a youth worker (in school or in a youth club)	32	*20*
my doctor	63	*39*

Table 5b: Opportunities to discuss social issues, primary, by gender

Discussed with/in:	Boys		Girls	
	Nos	*%*		*%*
my class teacher	69	*78*	62	*85*
other teachers	53	*60*	41	*56*
circle time	35	*39*	25	*34*
assemblies	65	*73*	46	*63*
other lessons	40	*45*	36	*49*
the community police officer	48	*54*	34	*47*
the school nurse	9	*10*	4	*6*
my friends	39	*44*	47	*64*
my parents or guardians	68	*76*	61	*84*
other adults in the school e.g. classroom assistant or support teacher	30	*34*	24	*33*
my brothers or sisters	39	*44*	27	*37*
a youth worker (in school or in a youth club)	20	*23*	12	*16*
my doctor	42	*47*	21	*29*

Just under half of the pupils indicated that they had definitely changed their behaviour as a result of discussing social issues; girls were slightly more likely than boys to say they would. This conflicts with girls' responses to the question about the impact that the lessons had had on their behaviour (see table 4b – I now think about changing my behaviour …). However, the

differences are not statistically significant and a larger, more representative sample would be required to see if there are any significant gender differences.

Table 6a: Impact on behaviour of discussion about social issues, primary, by gender

	Boys		Girls		Total	
Impact on behaviour	Numbers	*%*	Numbers	*%*	Numbers	*%*
Yes	42	*49*	36	*52*	78	*48*
No	21	*24*	12	*17*	33	*20*
Sometimes	23	*27*	21	*30*	44	*27*
No response	-	-	-	-	7	*4*

Table 6b: Number of pupils who gave an example of change, primary

Boys		Girls		Total	
Numbers	*%*	Numbers	*%*	Numbers	*%*
62	*70*	52	*71*	114	*70*

Nearly three quarter of primary pupils completing the survey provided examples in response to the question about actual changes to behaviour. This is a higher percentage than those indicating in the previous question the lessons had changed their behaviour. These comments provide a sense of the journey that many individual pupils have/are making in terms of dealing with the information/knowledge provided by the AWSLCP lessons. There is also considerable maturity and reflection indicated in many of the comments. Although a very small number (4) said they hadn't changed at all, the majority of respondents commented they have changed both their behaviour and attitude in several ways:

1) Towards family and friends e.g.

I have changed the way I talk to my family and friends.
I hit my mum and dad and my brother then I regret it.
I do more stuff to help in the house.
I used to scream at my family.
I'm more friendly with everyone.

2) Changing own attitudes e.g.

I think differently than before.
My attitude is calmer.
It has made me realise what I've done.
I care more about things.
I have now changed because I am now older and understand more and discuss it more.

3) Changing own behaviour e.g.

I behave better on the streets.
I've changed by realising that fighting doesn't solve anything.
I don't spray paint anymore.
I don't drink as often.

4) Thinking more of others. Being a good citizen e.g.

I think how sad people must be when their park gets vandalised.
I think more about people's belongings.
It has changed how I speak to other people.

5) Thinking practically of their own safety e.g.

I know now that I will never smoke or take drugs.
It has made me realise that not everywhere is safe.
I think about myself walking around the street.
I'm safer on the internet.
I wanted to smoke but I didn't.

There was some agreement in primary focus groups that the information provided in the lessons was important for the future particularly regarding alcohol and substance misuse, with a small number of pupils in one school feeling that this information was of particular benefit now, because there were family members who were alcoholic.

Secondary pupils

In table 7a shows gaining new knowledge was the most important benefit of the lessons for secondary pupils. More than half of the pupils also reported that they had learnt more about staying safe, what happens when you taking illegal drugs and what happens if you drink too much alcohol. However, relatively few, around a quarter, indicated that the lessons would lead them to change their behaviour in or out of school. There were no statistically significant differences between pupils in the two different categories of schools.

However, when examining differences by gender within the different school types, there were some statistically significant differences between boys and girls but only in Low FSM schools (table 7b). Boys in Low FSM schools were significantly more likely to say they would think about how other people might feel and about changing their behaviour in and out of school than were girls in Low FSM schools. Girls in these schools were significantly more likely to say that they now thought about what they needed to do to stay safe.

Table 7a: Knowledge and awareness gained from lessons taught showing numbers/percentage agreeing with statement, secondary

	Low FSM		High FSM	
	Nos	%	Nos	%
I found out things I didn't know before	641	*74*	299	*79*
I now think about how other people might feel	367	*42*	153	*40*
I now think about changing my behaviour in school	209	*24*	74	*20*
I now think about what happens if you smoke cigarettes	345	*40*	153	*40*
I now think about changing my behaviour when I am out of school	240	*28*	96	*25*
I now think about what I need to do to stay safe	524	*61*	225	*59*
I now think about what happens if you take illegal drugs	460	*53*	190	*50*
I now think about what happens if you drink too much alcohol	476	*55*	221	*58*

Table 7b: Knowledge and awareness gained from lessons taught showing numbers/percentage agreeing with statement, secondary, by gender

	Low FSM				High FSM			
	Boys		Girls		Boys		Girls	
	Nos	%	Nos	%	Nos	%	Nos	%
I found out things I didn't know before	285	*73*	351	*75*	149	*78*	148	*79*
I now think about how other people might feel*	**183**	***46***	**183**	***39***	72	*38*	80	*43*
I now think about changing my behaviour in school**	**126**	***32***	**82**	***18***	39	*21*	34	*18*
I now think about what happens if you smoke cigarettes	168	*43*	176	*38*	80	*42*	72	*39*
I now think about changing my behaviour when I am out of school**	**137**	***35***	**102**	***22***	52	*27*	44	*24*
I now think about what I need to do to stay safe**	**212**	***54***	**310**	***66***	106	*56*	119	*64*
I now think about what happens if you take illegal drugs	211	*54*	246	*53*	101	*53*	88	*47*
I now think about what happens if you drink too much alcohol	216	*55*	257	*55*	112	*59*	108	*58*

* significant at 0.05 in Low FSM schools only
** significant at 0.01 or below in Low FSM schools only

When asked if there were any other reasons that the lessons were important the questionnaire comments were very similar from both low and high FSM groups. The majority of answers cover three areas:

They are important to keep you safe:

> *Because I know now what to do when something is wrong (*Yr 8 pupil low FSM school 1)
> *Because now I know how to use the internet safely (*Yr 8 pupil low FSM school 1)

I know how to keep myself out of all sorts of trouble (Yr 8 pupil high FSM school 5)
I think before I act. (Yr 8 AA FSM school 5)
Taught me how to stay safe and take precautions in and outside of school (Yr 11 pupil high FSM school 5)
We can be more prepared and know where to go for help (Yr 11 pupil low FSM school 1)

They are important because they give you information e.g.

I know now what drugs and drinking can do to me and others around me (Yr8 pupil low FSM school 1)
*I used to think that smoking was just disgusting and not a health risk (*Yr 8 pupil low FSM school 1)
I now know consequences of illegal acts such as drugs (yr8 pupil low FSM school 2);
*They are useful because they teach me stuff. (*Yr 8 pupil low FSM school 1)
I know the dangers of weapons now (Yr11 low FSM school 1)
They gave us valuable information and changed the minds of some pupils in the class (Yr 11 low FSM school 1)
Because you need to know what happens when you drink, take drugs what will happen (Yr 8 pupil high FSM school 5)
It gives more to look forward to in lessons and helps you to understand more than you already do (Yr 11 pupils high FSM school 3)
Yes, because I am now aware of things and it has also made me street wise (Yr 11 pupil high FSM school 5)

They are important for your 'future' e.g.

It gives you a chance to not only think about now but also our future (yr 8 high FSM school 5)
Because they are trying to prepare you so if someone does say to you [do you]
want these drugs you always say no; (yr 8 pupil low FSM school 2)
It gave us an idea of what could happen if we weren't careful (Yr 8 pupil low FSM school 2);
It makes me think about my actions; (Yr 8 pupil low FSM school 2);
You can get a better job if you don't use illegal drugs. (Yr 8 pupil high FSM school 2);
We can be more prepared and know where to go for help. (Yr 11 pupil low FSM school 1)
I think more about what will happen to me if I do something wrong (low FSM School 3)

There were fewer comments from year 11 pupils (in comparison to those from year 8) from both groups, and a small minority of negative ones e.g. '*They are crap. I don't learn anything'; 'No, the lessons were a waste of time.'* The majority of comments were however, positive. In comparison to year 8

pupils, year 11 pupils placed less emphasis on being safe, but still acknowledged the importance of having information and how this can impact on the future.

Focus groups in two schools (low FSM schools) raised the issue of how relevant the lessons were:

> *Yeah, like they [AWSLCP lessons] are eye openers, but they are quite extreme, so it doesn't like happen to you.*
> *Some people you know, just can't you know, take it seriously*

There was a suggestion in one of these groups that more general information – rather than just from the police perspective – would be useful.

However, this pupil (in a discussion group for 'disengaged') felt the lessons were important and relevant because '*If you're doing drugs at the weekend, like … it* [lesson] *helps you take a wider look at it so you don't want to do it like ….*'

Table 8a below shows that pupils in both types of schools were most likely to discuss personal and social topics in PSE classes and assemblies; however pupils in low FSM schools were significantly more likely to do so in PSE classes than those in high FSM schools. Registration teachers and other teachers were more significant points of contact about these matters for pupils in high FSM schools were significantly more likely also to discuss it with registration teacher and other teachers. It was not a topic that was often discussed in other lessons but when it did happen, it was significantly more likely to occur in high FSM schools.

Around half the pupils stated that they also discussed this matter with the community police officer and 60% that they also discussed it with their parents, here there was no significant difference between pupils in the two types of schools. The same percentage of pupils also mentioned that they discussed these matters with their friends but pupils from low FSM schools were significantly more likely to do so than those from high FSM schools.

Relatively few pupils discussed these matters with their siblings, the school nurse, their doctor or a youth worker overall. However, the proportion who discussed it with the youth worker was significantly greater in high FSM schools, whilst the number of those discussing it with the school nurse was significantly higher in low FSM schools.

There were limited gender differences as can be seen from table 8b. Although only a small proportion of pupils discussed matters with the registration teacher or school nurse, girls in low FSM were significantly more likely than boys to do so and girls in both types of school were more likely to speak to the school nurse than boys.

Table 8a: Opportunities to discuss social issues, secondary pupils

Discussed with/in:	Low FSM		High FSM	
	Nos	*%*	Nos	*%*
my registration teacher**	200	*22*	193	*50*
other teachers**	242	*27*	158	*41*
PSE classes**	678	*76*	218	*56*
assemblies*	470	*53*	177	*45*
other lessons**	176	*20*	121	*31*
the community police officer	432	*48*	190	*49*
the school nurse**	186	*21*	50	*13*
my friends*	488	*55*	183	*47*
my parents or guardians	558	*59*	230	*62*
other adults in the school e.g. classroom assistant or support teacher	159	*18*	86	*22*
my brothers or sisters	260	*29*	96	*25*
a youth worker (in school or in a youth club)**	150	*17*	96	*25*
my doctor	212	*24*	89	*23*

* significant at 0.05
** significant at 0.01 or below

Table 8b: Opportunities to discuss social issues, secondary pupils, by gender

	Low FSM				High FSM			
	Boys		Girls		Boys		Girls	
	Nos	*%*	Nos	*%*	Nos	*%*	Nos	*%*
my registration teacher*	**102**	***26***	**97**	***20***	100	*51*	92	*48*
other teachers	113	*28*	128	*26*	76	*39*	81	*42*
PSE classes	301	*75*	374	*76*	112	*57*	105	*55*
assemblies	202	*51*	266	*54*	84	*43*	92	*48*
other lessons	76	*19*	100	*20*	58	*29*	63	*33*
the community police officer	195	*49*	236	*48*	95	*48*	94	*49*
the school nurse**	**65**	***16***	**120**	***25***	**14**	***7***	**36**	***19***
my friends	206	*52*	280	*57*	86	*44*	95	*50*
my parents or guardians	240	*60*	315	*64*	111	*56*	118	*62*
other adults in the school e.g. classroom assistant or support teacher	80	*20*	79	*16*	47	*24*	39	*21*
my brothers or sisters	112	*28*	147	*30*	50	*25*	45	*24*
a youth worker (in school or in a youth club)	62	*16*	87	*18*	45	*23*	51	*27*
my doctor	88	*22*	123	*25*	42	*21*	47	*25*

* significant at 0.05 or below
** significant at 0.01 or below

Pupils were asked to state whether the lessons and discussions about social issues and behaviour impacted on their own behaviour. Table 9a shows that less than a quarter reported a change in their behaviour, a similar number stated that it had impacted ‘sometimes’. There were no significant differences between pupils in the different types of school or gender differences as can be seen from table 9b.

Table 9a: Impact on behaviour of discussion about social issues, secondary

	Low FSM		High FSM	
Impact on behaviour	Numbers	*%*	Numbers	*%*
Yes	204	*21*	92	*22*
No	478	*50*	194	*47*
Sometimes	216	*23*	106	*26*
No response	61	*6*	20	*5*

Table 9b: Impact on behaviour of discussion about social issues, secondary, by gender

	Low FSM Nos: 892; missing: 67)				High FSM (Nos: 390; missing 23)			
	Boys		Girls		Boys		Girls	
Impact on behaviour	Nos	*%*	Nos	*%*	Nos	*%*	Nos	*%*
Yes	94	*23*	109	*23*	39	*20*	52	*27*
No	217	*53*	258	*54*	108	*55*	85	*44*
Sometimes	99	*24*	115	*24*	50	*25*	56	*29*

Table 9c: Number of pupils who gave an example of change, secondary, by gender

Low FSM				Total Low FSM		High FSM*				Total High FSM	
Boy		Girl				Boy		Girl			
Nos	*%*	Nos	*%*	Nos	*%*	Nos	*%*	Nos	*%*	Nos	*%*
141	*32*	170	*33*	311	*33*	**66**	***32***	**83**	***41***	149	*36*

* significant at 0.05

Table 9c provides the percentage of pupils who gave an open ended response stating in what way their behaviour had changed. Around one third of pupils gave an example of change, girls in High FSM schools were significantly more likely to respond than boys in High FSM schools. The responses showed that pupils in both groups were now thinking about what they did and how they behaved e.g.

> *Thought before acting out, made me think about certain choices (Yr 11 Low FSM school 2)*
> *I am more responsible (Yr 11 Low FSM school 1);*
> *I haven't fought, taken drugs or drunk alcohol before and it's made me not*
> *want to fight, take drugs or take alcohol in the future (Yr 8 Low FSM school 2);*
> *I changed the group of people I hung around with and the places I used to go (Yr 11 AA FSM school 5);*
> *I think more about how my actions will affect others; (Yr 8 Low FSM school 1)*
> *It made me stop and think (Yr 11 AA FSM school 5)*
> *I understand why my mum and dad don't let me drink alcohol (Yr 8 Low FSM school 2).*

I don't get drunk every weekend like I used to (Yr 11 Low FSM school 2);
I am more aware of the consequences of drugs, alcohol and fighting (Yr 8 High FSM school 5)
I don't have alcohol every day (Yr 11 Low FSM school 3).
I behave better and am generally a better person (Yr 8 Low FSM school 1)
Become more confident (High FSM school 3)
I stay more quiet when out with mates (Yr 11 High FSM school 4)
I stop thinking that drugs are cool (Yr 8 Low FSM school 1)
I don't even think about drugs now (Yr 8 Low FSM school 1);
I am more aware of the type of environment I'm situated in and what kind of people are around me (Yr 11 High FSM school 5)
My behaviours at home have changed (Yr 8 Low FSM school 1);
I'm more careful on the streets. (Yr 8 Low FSM school 1);
People on Fridays always tell me to drink alcohol but I don't know if I should. But now I know I shouldn't. (Yr 8 High FSM school 4)

Those in schools with High FSM FSM however, gave clearer indications that their behaviour and attitudes had actually changed:

Because I don't drink that much any more; (Yr 8 pupil High FSM school 5)
Because I used to get into trouble, but now I don't (Yr 8 pupil High FSM school 5)
I don't fight much anymore (Yr8 High FSM school 5);
I don't pick fights as much (Yr 11 High FSM school 4)
Because I drink less alcohol and I've been off drugs for 2 and a half years (Yr 11 High FSM school 5);
When there is trouble I walk away and go somewhere else (Yr 8 High FSM school 5)
Don't drink that much on weekends (Yr 11 High FSM school 4)
I used to do drugs but not anymore because what I have learned in school and outside school (Yr 11 pupil High FSM school 5)

In focus group discussions there was also a sense that many pupils (including those from high FSM schools) were getting new knowledge and information:

A lot of people have got that common sense already, but it does build on it and give you a bit more information and get you thinking about it a bit more … (Male Yr 11 pupil High FSM school).

Pupils in several focus groups generally seemed to have learnt a range of strategies for dealing with several aspects of difficult behaviour by others, and they benefited particularly from the input on internet dangers, suggesting they were more aware of possible dangers after the lesson than they had been before.

Summary

In relation to gaining knowledge and awareness, and impacting on behaviour - the lessons:

- provided new knowledge, this was reported by almost all (91%) of primary pupils and around 75% of secondary pupils
- helped the pupils to ensure that they were safe and improved their understanding of the impact of illegal drugs and alcohol
- Just under half of the primary pupils and only around a quarter of secondary pupils stated that the lessons had led to a change in their behaviour
- Boys in Low FSM schools were significantly more likely to say they would think about how other people might feel and about changing their behaviour in and out of school than were girls in Low FSM schools. Girls in these schools were significantly more likely to say that they now thought about what they needed to do to stay safe.
- In focus group discussions there was also a sense that many pupils (including those from high FSM schools) were getting new knowledge and information:
- Overall primary pupils were more likely to state that they had increased their knowledge and awareness but the trends were similar for primary and secondary pupils.

In relation to opportunities to discuss social and personal matters:

- Primary pupils were most likely to discuss these matters with their class teacher or their parents; in secondary schools PSE lessons and assemblies were most likely to provide opportunities for pupils to discuss social and personal issues particularly for pupils from low FSM as they seemed to have fewer opportunities to discuss these matters with other teachers. For pupils in High FSM schools registration teachers were significantly more important than they were for pupils in Low FSM schools.
- For secondary pupils, parents, friends and the community police officer also played an important role when it came to discussing social issues. Siblings, doctors, school nurses and youth workers played a less important role but there were some differences between the two types of schools.
- Girls in primary schools were more likely to discuss social matters with their friends than were boys; although girls in secondary schools also relied more on friends the differences between secondary boys and girls was not as great as for primary pupils.

Section 2: Behaviour and engagement in anti-social behaviour

Pupils were asked to state whether they engaged in behaviour such as getting drunk or taking illegal drugs, and whether they ever got into trouble with the police. Pupils' attitudes to drugs, drinking and staying safe were also probed

using a set of statements and they were offered an opportunity to provide open-ended comments.

Primary pupils

Pupils were asked to state whether they engaged in behaviour such as getting drunk or taking illegal drugs, and whether they ever got into trouble with the police. Pupils' attitudes to drugs, drinking and staying safe were also probed using a set of statements and they were offered an opportunity to provide open-ended comments (though numbers responding are low).
It can be seen in table 10a below that around one third of pupils drink alcohol sometimes but few do so often; just over half of the pupils stated that they 'hang about the street' after school. Very few got drunk regularly, truanted and two pupils stated that they took illegal drugs. Most of the pupils were aged 10 and one of pupils stating that he took illegal drugs was aged 10. It is perhaps of some concern that children this young have access to alcohol and that two reported that they take illegal drugs.

Table 10a: Engagement in 'antisocial behaviour', numbers/percentages, primary

	Primary					
	Often		Sometimes		Never	
	Nos	*%*	Nos	*%*	Nos	*%*
Drink alcohol	6	*4*	50	*31*	106	*65*
Get drunk	4	*3*	4	*3*	150	*95*
Hang about in the street after school	42	*26*	39	*25*	78	*49*
Take illegal drugs	2	*1*	-	-	155	*99*
Mitch / truant / skip school	1	*1*	14	*9*	141	*90*

Although numbers were to low for statistical analysis there is a clear difference between boys and girls in relation to drinking alcohol, 53% of boys compared to 81% of girls state that they never drink alcohol (see table 10b).

Table 10b: Engagement in 'antisocial behaviour', numbers/percentages, primary, by gender

	Boys						Girls					
	Often		Not very often		Never		Often		Not very often		Never	
	Nos	*%*	Nos	*%*	Nos	*%*	Nos	*%*	Nos	*%*	Nos	*%*
Drink alcohol	4	*5*	38	*43*	47	*53*	2	*3*	12	*16*	59	*81*
Get drunk	2	*2*	4	*5*	79	*93*	2	*3*	-	-	71	*97*
Hang about in the street after school	29	*33*	22	*25*	37	*42*	13	*18*	17	*24*	41	*58*
Take illegal drugs	2	*2*	-	-	83	*98*	-	-	-	-	72	*100*
Mitch / truant / skip school	1	*1*	10	*12*	72	*87*	-	-	4	*6*	69	*95*

From table 11a it can be seen that very few primary children were involved with the police on a regular basis; however, boys were more likely to be involved sometimes than were girls. Boys provided more responses to the questions about reasons for getting into trouble with the police but that is likely to be because a larger percentage of boys had such contact with the police (table 11b).

Table 11a: Involvement with police, primary

	Boys		Girls		Total	
	Numbers	*%*	Numbers	*%*	Numbers	*%*
Never	64	*74*	68	*93*	132	*83*
Often	2	*2*	1	*1*	3	*2*
Sometimes	21	*24*	4	*6*	25	*16*

Table 11b: Reason for getting into trouble with the police, open-ended responses, primary

Boys		Girls	
Nos	*%*	Nos	*%*
28	*32*	10	*14*

Comments made indicate the question was not fully understood, with some answers giving examples of getting into trouble generally e.g. *'My mom and dad are strict', 'Because sometimes I get angry', 'Playing around the village'*. There were, however, examples given of behaviour that may be considered as antisocial and that may have involved the police e.g. '*Throwing stones at cars on the bridge', 'We go into places that we should not and sometime steal stuff'*.
And only one example that explicitly involved the police e.g. '*Swearing at police, drinking'.*

Most (around 90%) of primary pupils indicated that they recognised the dangers of alcohol and drugs. Around three quarter or more felt that they knew enough to keep themselves safe and that anti-social behaviour such as being rude and noisy was generally unacceptable. A slightly smaller percentage saw getting drunk as problematic. Getting into trouble with the police was considered inevitable by around half of the primary pupils.

In the focus groups there was a strong sense that most primary pupils saw themselves as 'law abiding' and identified troubling issues as the behaviour of others both in and out of school.

There were relatively few gender differences although girls tended to be less likely to condone the use of alcohol and drugs than boys. They were also less likely to say that they knew enough to keep themselves safe (table 12b).

Table 12a: Attitudes to drinking and drugs, primary

	Primary					
	Agree		Disagree		Don't know	
	Nos	%	Nos	%	Nos	%
Taking illegal drugs is exciting	4	*3*	144	*89*	14	*9*
Taking illegal drugs harms your health	148	*91*	8	*5*	8	*4*
I know enough about taking illegal drugs	82	*52*	28	*18*	49	*31*
Most young people will get into trouble with the police at some time	82	*51*	33	*20*	47	*29*
People who get drunk are stupid	106	*66*	31	*19*	24	*15*
Getting drunk is part of having a good time	35	*22*	99	*62*	27	*17*
Drinking lots of alcohol doesn't harm your health	13	*8*	141	*88*	7	*4*
I know enough to keep myself safe	124	*78*	16	*10*	20	*13*
Being rude and noisy is OK	12	*8*	138	*86*	10	*6*

Table 12a: Attitudes to drinking and drugs, primary, by gender

	Boys						Girls					
	Agree		Disagree		Don't know		Agree		Disagree		Don't know	
	Nos	%	Nos	%	Nos	%	Nos	%	Nos	%	Nos	%
Taking illegal drugs is exciting	4	*5*	77	*87*	8	*9*	-	-	67	*92*	6	*8*
Taking illegal drugs harms your health	79	*89*	6	*7*	4	*5*	69	*95*	2	*3*	2	*3*
I know enough about taking illegal drugs	49	*56*	14	*16*	24	*28*	33	*46*	14	*19*	25	*35*
Most young people will get into trouble with the police at some time	44	*49*	*22*	25	23	*26*	38	*52*	11	*15*	24	*33*
People who get drunk are stupid	55	*63*	18	*21*	15	*17*	51	*70*	13	*18*	9	*12*
Getting drunk is part of having a good time	24	*27*	49	*55*	16	*18*	11	*15*	50	*69*	11	*15*
Drinking lots of alcohol doesn't harm your health	10	*11*	76	*85*	3	*3*	3	*4*	65	*90*	4	*6*
I know enough to keep myself safe	73	*82*	6	*7*	10	*11*	51	*72*	*10*	*14*	*10*	*14*
Being rude and noisy is OK	5	*6*	76	*87*	6	*7*	7	*10*	*62*	*85*	*4*	*6*

Secondary pupils

Table 13 shows that between 60-70% of secondary pupils reported drinking alcohol fairly regularly and around half or slightly less got drunk sometimes or often. Around one third or more reported taking illegal drugs and around 40% that they hung about in the street after school. Pupils from High FSM schools were significantly more likely to say that they drunk alcohol, took illegal drugs

and that they hung about the street than were pupils from Low FSM schools. However, the difference in relation to 'hang about in the street' is in terms of 'often' and 'not very often'; these words are problematic in terms of how they are interpreted by the respondent.

A very small number of pupils reported that they did alcohol and drugs at the same time or that they truanted from school. Around a quarter of pupils stated that they had carried a weapon at some point.

Table 13: Engagement in 'antisocial behaviour', numbers/percentages, secondary

	Low FSM						High FSM					
	Often		Not very often		Never		Often		Not very often		Never	
	Nos	%	Nos	%	Nos	%	Nos	%	Nos	%	Nos	%
Drink alcohol*	**218**	***25***	**311**	***35***	**353**	***40***	**116**	***30***	**156**	***40***	**115**	***30***
Get drunk	163	*19*	209	*24*	507	*58*	85	*22*	116	*30*	103	*48*
Hang about in the street after school **	**145**	***17***	**196**	***22***	**535**	***61***	**90**	***24***	**70**	***18***	**221**	***58***
Take illegal drugs**	**169**	***20***	**130**	***15***	**566**	***65***	**102**	***27***	**69**	***18***	**207**	***55***
Do alcohol and drugs at the same time	55	*6*	41	*5*	768	*89*	9	*2*	13	*4*	349	*94*
Mitch / truant / skip school	33	*4*	75	*9*	754	*88*	9	*2*	49	*13*	322	*85*
Carry a weapon[1]	24	*7*	76	*22*	240	*71*	17	*9*	51	*25*	133	*66*

1. Statement only used on questionnaire for year 11 secondary pupils in four schools

* Significant at 0.05 or below

Table 13a: Engagement in 'antisocial behaviour', numbers/percentages, secondary, Low FSM, by gender

	Boys (Low FSM)						Girls (Low FSM)					
	Often		Not very often		Never		Often		Not very often		Never	
	Nos	%	Nos	%	Nos	%	Nos	%	Nos	%	Nos	%
Drink alcohol	103	*26*	151	*38*	148	*37*	111	*23*	159	*34*	204	*43*
Get drunk	83	*21*	94	*24*	223	*56*	76	*16*	114	*24*	283	*60*
Hang about in the street after school **	**82**	***21***	**87**	***22***	**228**	***57***	**62**	***13***	**108**	***23***	**303**	***64***
Take illegal drugs	86	*22*	51	*13*	256	*65*	78	*17*	79	*17*	309	*66*
Do alcohol and drugs at the same time**	**35**	***9***	**22**	***6***	**336**	***86***	**19**	***4***	**18**	***4***	**428**	***92***
Mitch/truant/skip school **	**26**	***7***	**43**	***11***	**321**	***82***	**6**	***1***	**32**	***7***	**428**	***92***
Carry a weapon[1]	17	*10*	27	*17*	115	*73*	7	*4*	46	*26*	124	*70*

1. Statement only used on questionnaire for year 11 secondary pupils in four schools

* significant at 0.05 or below
** significant at 0.01 or below

In Low FSM schools boys were significantly more likely to say that they hung about the street after school, that they did alcohol and drugs at the same time and that they truanted. However, the overall percentages of pupils who said they engaged in these behaviours were low. In High FSM school, the only significant gender difference was that boys were more likely to state that they truanted than were girls (see tables 13a and 13b).

Table 13b: Engagement in 'antisocial behaviour', numbers/percentages, secondary, High FSM, by gender

	Boys (High FSM)						Girls (High FSM)					
	Often		Not very often		Never		Often		Not very often		Never	
	Nos	*%*	Nos	*%*	Nos	*%*	Nos	*%*	Nos	*%*	Nos	*%*
Drink alcohol	62	*32*	77	*39*	57	*29*	53	*28*	79	*42*	58	*31*
Get drunk	43	*22*	63	*33*	88	*45*	41	*22*	53	*28*	95	*50*
Hang about in the street after school	44	*23*	30	*16*	117	*61*	45	*24*	40	*21*	104	*55*
Take illegal drugs	58	*30*	37	*19*	97	*51*	44	*24*	32	*17*	109	*59*
Do alcohol and drugs at the same time	5	*3*	8	*4*	174	*93*	4	*2*	5	*3*	174	*95*
Mitch / truant / skip school*	**8**	***4***	**29**	***15***	**155**	***81***	**1**	***1***	**19**	***10***	**166**	***89***
Carry a weapon[1]	9	*8*	34	*32*	64	*60*	8	*9*	17	*18*	69	*73*

1. Statement only used on questionnaire for year 11 secondary pupils in four schools

* significant at 0.05 or below
** significant at 0.01 or below

Table 14a shows that pupils from High FSM schools were significantly more likely to report having been involved with the police than those in Low FSM schools. Table 14b shows that there is a gender difference. Boys in both types of schools are significantly more likely to be involved with the police than are girls in the same type of schools. There is also a difference between boys in High and Low FSM schools, boys in High FSM schools are significantly more likely to be involved with the police than boys in low FSM schools. Equally girls in High FSM schools are significantly more likely to be involved with the police than are girls in Low FSM schools.

Table 14a: Involvement with police, secondary

	Low FSM**		**High FSM****	
	Numbers	*%*		*%*
Never	690	*77*	257	*65*
Often	46	*5*	22	*6*
Sometimes	162	*18*	119	*30*

OR

Table 14a: Involvement with police, secondary

	Low FSM**		**High FSM****	
	Numbers	*%*		*%*
Never	690	*77*	257	*67*
Often/sometimes	208	*23*	141	*35*

** significant at 0.01 or below

Table 14b: Involvement with police, secondary, by gender

	Low FSM**				**High FSM****			
	Boys		Girls		Boys		Girls	
	Nos	*%*	Nos	*%*	Nos	*%*	Nos	
Never	275	*68*	413	*85*	112	*55*	143	*74*
Often/sometimes	131	*32*	73	*15*	91	*45*	50	*26*

A larger percentage of boys provided answers to the question about reasons for getting involved with the police; however, this is to be expected as a larger percentage reported getting into trouble with the police.

Table 14c: Reason for getting into trouble with the police, open-ended responses, secondary

Low FSM				High FSM			
Boys		Girls		Boys		Girls	
Nos	*%*	Nos	*%*	Nos	*%*	Nos	*%*
107	*24*	69	*14*	78	37	48	*24*

There were some differences between the year groups about why they got into trouble, with alcohol becoming much more of an issue for those in year 11.

Reasons why year 8 pupils say they/their friends get into trouble are very similar across the schools/areas. The majority of examples are to do with hanging around on the streets, 'messing about' and being loud and swearing. However, 5 pupils in 3 schools mentioned alcohol, and there was one mention of drugs in 2 schools. There were only a couple of examples of crimes being committed e.g. 'shoplifting' and 'burning down houses'.

Reasons provided by Year 11 pupils (across all the schools) as to why they might get into trouble with the police appear to mainly stem from drinking:

> *Because the police catch up drinking often (low FSM school 3)*
> *Lots of drinking on the street because I'm bored (low FSM School 3)*
> *Drinking alcohol on the street (low FSM School 1)*
> *Drinking alcohol in public places, fighting.(low FSM school 2)*
> *Acting stupidly and getting drunk (low FSM school 2)*
> *Drinking alcohol, vandalising, fighting (high FSM school 4)*

There were very few examples given of criminal activity across all schools (e.g. stealing and fighting). There was no mention of drugs in 3 of the 5 schools, but in one school in particular the use of drugs and involvement in serious criminal activity was mentioned by several pupils:

Crack, smack, dealing drugs, taxing drug victim and racist attack. (low FSM school 2)
Assault, drugs, offence weapon, theft, sections, criminal damage, arson (*low FSM*
school 2)
Assault, drugs (*low FSM school 2)*

There were however, almost as many examples given about getting into trouble with the police which were not connected to drinking, or indeed with committing/intending to commit a crime:

Playing football in the streets (low FSM School 1)
Hanging around near shops; (low FSM School 1)
Because they think we're up to no good but we're not (low FSM school 2)
Hanging in the streets, doing nothing and we get into trouble for NO reason (high FSM school 4)

There are surprisingly few differences between the two groups of schools – apart from one low FSM school where drug use and drug dealing were mentioned.

Focus group discussions revealed that peer pressure was an important issue in engaging with drugs and/or alcohol: '*It was just part of growing up'* with suggestions that the lessons wouldn't stop anyone trying them [drugs and/or alcohol], but might impact on future use. In one low FSM school pupils were very articulate in expressing some frustration that whereas they are told about peer pressure, they are given little practical advice as to how to deal with it: '*We talk about it* [peer pressure] *but not how to combat it*.' '*We haven't really been encouraged to go and share your problems.'*

Pupils were asked about their attitudes to drinks and drugs and table 15 shows that more than two thirds of pupils considered taking illegal drugs not to be exciting, they recognised that illegal drugs or too much alcohol harms your health. Most (around 80%) felt they knew enough to keep themselves safe but only around half said they were knowledgeable about the impact of illegal drugs. Whilst viewing drugs and too much alcohol as harmful, around 40% - 50% of pupils did not consider people who got drunk to be stupid and just over one third felt that getting drunk was part of having a good time. This would suggest a more relaxed attitude towards drink compared to illegal drugs. Being rude and noise was not seen as acceptable by most of the pupils. Just over half of the pupils in Low FSM and nearly three quarter in High FSM schools thought that young people would get into trouble with the police. There was a statistically significant difference between the school types with those in High FSM significantly more likely to expect young people to get into trouble with the police. This perhaps reflects that fact that a higher proportion of pupils (especially boys) reported having got into trouble with the police (see table 14a and b). Interestingly pupils from Low FSM schools were significantly more likely to view illegal drug taking as exciting but a higher

proportion also stated that they didn't know. This contrasts with the reported self behaviour shown in table 13 – pupils in High FSM schools were significantly more likely to say that they drink alcohol and take illegal drugs.

Table 15: Attitudes to drinking and drugs, secondary

	Low FSM						High FSM					
	Agree		Disagree		Don't know		Agree		Disagree		Don't know	
	Nos	%	Nos	%	Nos	%	Nos	%	Nos	%	Nos	%
Taking illegal drugs is exciting**	**91**	***11***	**570**	***66***	**207**	***24***	**16**	***4***	**306**	***79***	**66**	***17***
Taking illegal drugs harms your health	760	*87*	62	*7*	49	*6*	356	*91*	22	*6*	13	*3*
I know enough about taking illegal drugs	493	*57*	153	*18*	216	*25*	212	*55*	70	*18*	105	*27*
Most young people will get into trouble with the police at some time**	**467**	***54***	**178**	***21***	**217**	***25***	**283**	***73***	**46**	***12***	**61**	***16***
People who get drunk are stupid	245	*29*	428	*50*	186	*22*	132	*34*	173	*45*	82	*21*
Getting drunk is part of having a good time	323	*38*	346	*41*	183	*22*	139	*36*	160	*41*	89	*23*
Drinking lots of alcohol doesn't harm your health**	**90**	***11***	**685**	***81***	**76**	***9***	**35**	***9***	**314**	***87***	**14**	***4***
I know enough to keep myself safe	689	*81*	67	*8*	97	*11*	323	*83*	23	*6*	42	*11*
Being rude and noisy is OK*	**64**	***8***	**672**	***79***	**112**	***13***	**22**	***6***	**330**	***85***	**36**	***9***

* significant at 0.05
** significant at 0.01 or below

There were some gender differences between boys and girls, mainly between boys and girls in Low FSM schools. In this type of schools boys were significantly more likely to report that illegal drug taking was exciting, that getting drunk was part of having a good time and also that being rude and noisy was OK. There were also significant differences in relation to knowing enough about taking illegal drugs , most young people will get into trouble with the police and knowing enough to keep safe; however, these differences were mainly due to a higher proportion of girls responding with 'don't know'.

There was only one significant difference between boys and girls in High FSM schools but this was also due to differences between don't know responses. In this instance boys from High FSM were more likely to respond with don't know than girls in relation to illegal drug taking.

Table 15a: Attitudes to drinking and drugs, secondary, by gender, Low FSM

	Boys (Low FSM)						Girls (Low FSM)					
	Agree		Disagree		Don't know		Agree		Disagree		Don't know	
	Nos	%	Nos	%	Nos	%	Nos	%	Nos	%	Nos	%
Taking illegal drugs is exciting**	**60**	***15***	**230**	***59***	**101**	***26***	**31**	***7***	**336**	***71***	**104**	***22***
Taking illegal drugs harms your health	330	*85*	31	*8*	29	*7*	424	*89*	31	*7*	20	*4*
I know enough about taking illegal drugs**	**239**	***61***	**80**	***21***	**70**	***18***	**249**	***53***	**73**	***16***	**145**	***31***
Most young people will get into trouble with the police at some time*	**228**	***59***	**74**	***19***	**85**	***22***	**236**	***50***	**101**	***22***	**132**	***28***
People who get drunk are stupid	119	*31*	194	*51*	71	*19*	125	*27*	239	*49*	113	*24*
Getting drunk is part of having a good time*	**161**	***42***	**142**	***37***	**77**	***20***	**159**	***34***	**203**	***44***	**104**	***22***
Drinking lots of alcohol doesn't harm your health	44	*12*	296	*78*	40	*11*	45	*10*	385	*83*	35	*8*
I know enough to keep myself safe**	**317**	***83***	**35**	***9***	**28**	***7***	**367**	***79***	**32**	***7***	**68**	***15***
Being rude and noisy is OK**	**40**	***11***	**283**	***75***	**53**	***14***	**21**	***5***	**386**	***83***	**59**	***13***

* significant at 0.05
** significant at 0.01 or below

Table 15b: Attitudes to drinking and drugs, secondary, by gender, High FSM

	Boys (High FSM)						Girls (High FSM)					
	Agree		Disagree		Don't know		Agree		Disagree		Don't know	
	Nos	*%*	Nos	*%*	Nos	*%*	Nos	*%*	Nos	*%*	Nos	*%*
Taking illegal drugs is exciting*	**10**	***5***	**141**	***73***	**43**	***22***	**6**	***3***	**163**	***85***	**23**	***12***
Taking illegal drugs harms your health	173	*88*	13	*7*	10	*5*	181	*94*	9	*5*	3	*2*
I know enough about taking illegal drugs	113	*58*	37	*19*	46	*24*	97	*51*	33	*18*	59	*31*
Most young people will get into trouble with the police at some time	141	*72*	29	*15*	27	*14*	140	*73*	17	*9*	34	*18*
People who get drunk are stupid**	68	*35*	97	*50*	29	*15*	63	*33*	75	*39*	53	*28*
Getting drunk is part of having a good time	81	*42*	73	*37*	41	*21*	57	*30*	86	*45*	48	*25*
Drinking lots of alcohol doesn't harm your health	20	*10*	169	*86*	8	*4*	14	*7*	171	*90*	6	*3*
I know enough to keep myself safe	162	*82*	15	*8*	20	*10*	159	*84*	8	*4*	22	*12*
Being rude and noisy is OK	11	*6*	169	*86*	16	*8*	11	*6*	159	*84*	20	*11*

* significant at 0.05
** significant at 0.01 or below

Summary
In relation to self reported behaviour:

- Around a third of primary pupils stated they had alcohol some time but very few said they got drunk or took illegal drugs or truanted from school, around half of the pupils said they hung about the street after school; there were no statistically significant gender differences but the trend was that girls are less likely to engage in anti-social behaviour
- Two thirds or more of secondary pupils reported drinking alcohol and just under half that they got drunk sometimes or often; just over two thirds that they took illegal drugs but few reported doing alcohol and drugs at the same time; pupils from High FSM schools were significantly more likely to report drinking alcohol and taking illegal drugs than Low FSM pupils
- Around 40% of secondary pupils stated that they hung about the street after school. A larger proportion, just over half, of primary pupils reported hanging about on the street
- Very few secondary pupils reported that they truanted but the numbers are slightly higher than for primary pupils
- In Low FSM schools boys were significantly more likely to say that hung about the street after school, did alcohol and drugs at the same

time, and that they truanted. In High FSM schools the only significant gender difference was that boys were more likely to say they truanted.

In relation to involvement with the police:

- Very few primary pupils reported having been involved with the police but boys were more likely to state they had been involved.
- Pupils in High FSM schools were significantly more likely to report that they had been involved with the police than pupils in Low FSM schools; boys in both types of schools were significantly more likely to say that they had been involved with the police than girls

In relation to attitudes to drinking and drugs

- Most of the primary pupils did not consider taking illegal drugs to be exciting, about the same proportion felt that illegal drugs and too much alcohol is bad for your health
- More than two thirds of secondary pupils, a lower proportion than for primary pupils, felt that taking illegal drugs was not exciting and that alcohol and illegal drugs harms your health. However, although overall numbers expressing this opinion were low, pupils in Low FSM schools were significantly more likely to say that illegal drugs are exciting and that alcohol did not harm your health
- Two thirds of primary pupils felt that people getting drunk were stupid, this contrasts with only around half of the secondary pupils; less than a quarter of primary pupils but just over one third of secondary pupils felt that getting drunk was part of having a good time
- More than half of the pupils in both primary and secondary thought that young people would get into trouble with the police at some stage; the proportion increased for pupils in High FSM where nearly three quarter felt this was the case.
- Most pupils, around 80%, in both primary and secondary felt they had sufficient knowledge to keep themselves safe but only around half of the pupils in both sectors thought they knew enough about illegal drugs; most pupils said that being rude and noisy was not OK

Section 3: Sense of safety in school and community

Pupils were asked to comment on safety; whether they felt safe in school and say, and what could be done to help them feel safe. They were also asked to consider this question in relation to their community.

Primary pupils

Nearly two thirds of primary pupils reported having been bullied at some stage and three quarter stated that they seen others being bullied. Just under half said they had been involved in fights themselves and most (87%) indicated that they had seen others in fights. A much smaller percentage, less than half had seen fights close to their home but virtually all had seen people being

noisy and rude. About two thirds worried about getting hurt and slightly fewer than this worried about having their phone stolen.

Table 16a: Bullying, fighting and weapons, primary

	Primary					
	Often		Not very often		Never	
I have:	Nos	%	Nos	%	Nos	%
been bullied at school	28	*17*	70	*44*	63	*39*
seen other people being bullied at school	49	*31*	75	*47*	36	*23*
been involved in fights at school	30	*19*	42	*26*	88	*55*
seen other people in fights at school	63	*39*	76	*48*	21	*13*
seen other people fighting near my home	43	*27*	23	*14*	96	*59*
seen other people being noisy and rude	100	*63*	56	*35*	4	*3*
worried about getting hurt	49	*30*	53	*33*	60	*37*
worried about getting my mobile phone stolen	43	*27*	54	*33*	65	*40*

Girls were much more likely to report that they had never seen anybody else being bullied or that they had been involved in fights at school.

Table 16b: Bullying, fighting and weapons, primary, by gender

	Boys						Girls					
	Often		Not very often		Never		Often		Not very often		Never	
I have:	Nos	%	Nos	%	Nos	%	Nos	%	Nos	%	Nos	%
been bullied at school	21	*24*	36	*40*	32	*36*	7	*10*	34	*47*	31	*43*
seen other people being bullied at school**	**34**	***38***	**45**	***51***	**10**	***11***	**15**	***21***	**30**	***42***	**26**	***37***
been involved in fights at school**	**26**	***29***	**27**	***30***	**36**	***40***	**4**	***6***	**15**	***21***	**52**	***73***
seen other people in fights at school	41	*46*	40	*45*	8	*9*	22	*31*	36	*51*	13	*18*
seen other people fighting near my home	27	*30*	11	*12*	51	*57*	16	*22*	12	*16*	45	*62*
seen other people being noisy and rude	58	*66*	29	*33*	1	*1*	42	*58*	27	*38*	3	*4*
worried about getting hurt	27	*30*	31	*35*	31	*35*	22	*30*	22	*30*	29	*40*
worried about getting my mobile phone stolen	24	*27*	28	*32*	37	*42*	19	*26*	26	*36*	28	*38*

* significant at 0.05
** significant at 0.01 or below

Virtually all primary pupils reported feeling safe in school and they also commented on why the felt safe in school. Pupils were also asked to suggest how safety could be improved in schools. Just over half of the pupils made suggestions with a slightly larger proportion of responses coming from girls.

Table 17a: Feeling safe in school, primary, by gender

	Boys		Girls		Total	
	Numbers	*%*	Numbers	*%*	Numbers	*%*
Yes	86	*98*	72	*99*	158	*98*
No	2	*2*	1	*1*	3	*2*

Table 17b: Number of open ended responses – feeling safe in school, primary

Boys		Girls	
Numbers	*%*	Numbers	*%*
86	*97*	73	*100*

Virtually all primary pupils reported feeling safe in school and they also commented on why they felt safe in school.

> *Because teachers are very nice and they look after us so does my friends.*
> *I feel safe because the teachers are caring and always look after me and the school.*

A small number of comments (from all primary schools) said they would like more lessons about keeping safe (though not mentioning the SCPO directly) e.g. *Give us more lessons on keeping safe*.

In primary focus group discussions pupils generally gave the impression of feeling safe in their schools. Pupils were asked about bullying in schools, and whereas this was generally acknowledged as happening, they were usually able to talk about how the school would deal with it.

Table 17c: Number of open ended responses – improving safety in schools

Boys		Girls	
Numbers	*%*	Numbers	*%*
52	*58*	46	*63*

Pupils were also asked to suggest how safety could be improved in schools. Just over half of the pupils made suggestions with a slightly larger proportion of responses coming from girls.

> *Get better alarms.*
> *Have different doors that are more secured so people can't just rip the door open and come in when they like.*
> *Put locks on the gates or higher fences.*

Most of the primary pupils also stated that they felt safe in their community. The majority of the pupils provided open ended comments about why they felt safe in the community, slightly fewer also offered comments on what the police could do to improve safety in the community.

Table 18a: Feeling safe in the community, primary

	Boys		Girls		Total	
	Numbers	*%*	Numbers	*%*	Numbers	*%*
Never	6	*7*	1	*1*	7	*4*
Often	57	*64*	50	*69*	107	*66*
Sometimes	26	*29*	22	*30*	48	*30*

Table 18b: Number of open ended responses – feeling safe in the community, primary, by gender

Boys		Girls	
Numbers	*%*	Numbers	*%*
85	*96*	69	*95*

Table 18c: Open ended responses – improving safety in the community, primary

Boys		Girls	
Numbers	*%*	Numbers	*%*
74	*83*	55	*75*

The majority of the pupils provided open ended comments about why they felt safe in the community, slightly fewer also offered comments on what the police could do to improve safety in the community. Living in a 'nice' area with good friends and neighbours was important. There were a few comments in all the schools where pupils equated feeling safe with their ability to be in control e.g.

> *Because I know how to behave myself.*
> *Because I've learnt how to keep safe and my family keep me safe.*
> *I know how not to get into trouble*.

Across primary focus group discussions there was a sense that some pupils (in all schools) did feel uneasy about aspects of their neighbourhoods. In three schools pupils voiced concern about frequent trouble with gangs of teenagers causing trouble in their neighbourhood, and several pupils described living next to a 'druggies house' or a pub as unpleasant. There was also an awareness of vandalism

Secondary pupils

Pupils were asked to comment on safety; whether they felt safe in school and say, and what could be done to help them feel safe. They were also asked to consider this question in relation to their community.
Around 40% of secondary pupils reported that they had been bullied, this is a smaller proportion than for primary pupils. Nearly 80% said they had seen others being bullied – a similar figure to those reported by primary pupils. Around two thirds of pupils reported that they had never been involved in a fight but pupils in High FSM schools were significantly more likely to have been involved in fights than those in Low FSM schools. Most of the pupils stated that they had seen others involved in fights, again the percentage was significantly higher in High FSM schools. Pupils from High FSM were also

significantly more likely to have seen people fighting close to their home – around 60% reported this compared to 44% of Low FSM pupils.

Virtually no pupils stated that they had brought a weapon into school but a slightly larger percentage reported seeing others with a weapon in school. Few reported having seen people with weapons close to their home but those in High FSM schools were significantly more likely to have encountered people with weapons. Pupils in High FSM schools were also significantly more likely to worry about getting hurt than those in Low FSM schools. Overall, just over half of the pupils worried about getting hurt, this is a smaller percentage than that reported by primary pupils.

Table 19: Bullying, fighting and weapons, secondary

	Low FSM						High FSM					
	Often		Not very often		Never		Often		Not very often		Never	
I have:	Nos	*%*	Nos	*%*	Nos	*%*	Nos	*%*	Nos	*%*	Nos	*%*
been bullied at school	89	*11*	268	*32*	488	*58*	38	*10*	123	*33*	216	*57*
seen other people being bullied at school	250	*30*	428	*51*	165	*20*	130	*34*	189	*50*	59	*16*
been involved in fights at school**	**70**	***8***	**183**	***22***	**590**	***70***	**27**	***7***	**112**	***30***	**240**	***63***
seen other people in fights at school*	**397**	***47***	**368**	***44***	**75**	***9***	**166**	***44***	**192**	***51***	**19**	***5***
seen other people fighting near my home**	**130**	***16***	**229**	***28***	**474**	***57***	**81**	***21***	**142**	***38***	**156**	***41***
seen other people with weapons in school	50	*6*	133	*16*	650	*78*	18	*5*	48	*13*	312	*83*
brought a weapon to school	21	*3*	20	*2*	781	*95*	5	*1*	7	*2*	367	*97*
Seen other people with weapons near my home*	**64**	***8***	**99**	***12***	**664**	***80***	**26**	***7***	**70**	***19***	**281**	***75***
worried about getting hurt*	**105**	***13***	**325**	***39***	**398**	***48***	**72**	***19***	**152**	***40***	**155**	***41***

* significant at 0.05
** significant at 0.01 or below

Table 19a: Bullying, fighting and weapons, secondary, by gender Low FSM

	Boys (Low FSM)						Girls (Low FSM)					
	Often		Not very often		Never		Often		Not very often		Never	
I have:	Nos	%	Nos	%	Nos	%	Nos	%	Nos	%	Nos	%
been bullied at school	42	*11*	111	*30*	223	*59*	46	*10*	155	*33*	263	*57*
seen other people being bullied at school	130	*35*	173	*47*	69	*19*	118	*25*	253	*54*	95	*20*
been involved in fights at school**	**49**	***13***	**118**	***32***	**206**	***55***	**20**	***4***	**63**	***14***	**382**	***82***
seen other people in fights at school	209	*56*	133	*36*	29	*8*	185	*40*	234	*50*	45	*10*
seen other people fighting near my home**	**72**	***19***	**111**	***30***	**190**	***51***	**57**	***13***	**116**	***26***	**282**	***62***
seen other people with weapons in school**	**37**	***10***	**71**	***19***	**262**	***71***	**13**	***3***	**61**	***13***	**384**	***84***
brought a weapon to school**	**17**	***5***	**15**	***4***	**331**	***91***	**4**	***1***	**5**	***1***	**445**	***98***
Seen other people with weapons near my home**	**44**	***12***	**58**	***16***	**263**	***72***	**19**	***4***	**40**	***9***	**398**	***87***
worried about getting hurt**	**40**	***11***	**107**	***29***	**218**	***60***	**65**	***14***	**216**	***47***	**177**	***39***

* significant at 0.05
** significant at 0.01 or below

There were some significant gender differences in relation to bullying and fighting. Girls were significantly more worried about getting hurt than boys in both High and Low FSM schools. Boys in both types of schools were significantly more likely to have been involved in fights, to have seen other people with weapons in school and in the community. In addition, boys in Low FSM schools were significantly more likely to have seen others fighting near their home and to have brought a weapon into school than girls in that type of school.

Table 19b: Bullying, fighting and weapons, secondary, by gender High FSM

	Boys (High FSM)						Girls (High FSM)					
	Often		Not very often		Never		Often		Not very often		Never	
I have:	Nos	%	Nos	%	Nos	%	Nos	%	Nos	%	Nos	%
been bullied at school*	**20**	***11***	**48**	***26***	**118**	***63***	**17**	***9***	**75**	***40***	**97**	***51***
seen other people being bullied at school	55	*29*	101	*54*	31	*17*	73	*39*	88	*47*	28	*15*
been involved in fights at school**	**18**	***10***	**72**	***39***	**97**	***52***	**8**	***4***	**40**	***21***	**142**	***75***
seen other people in fights at school	74	*40*	105	*56*	8	*4*	90	*48*	87	*46*	11	*6*
seen other people fighting near my home	41	*22*	73	*39*	74	*39*	38	*20*	69	*37*	82	*43*
seen other people with weapons in school**	**12**	***6***	**32**	***17***	**143**	***77***	**5**	***3***	**16**	***8***	**169**	***89***
brought a weapon to school	4	*2*	5	*3*	177	*95*	1	*1*	2	*1*	188	*98*
Seen other people with weapons near my home**	**18**	***10***	**41**	***22***	**127**	***68***	**7**	***4***	**28**	***15***	**154**	***82***
worried about getting hurt**	**29**	***16***	**64**	***34***	**94**	***50***	**43**	***23***	**87**	***46***	**60**	***32***

* significant at 0.05
** significant at 0.01 or below

When asked about whether they felt safe at school most of the pupils in both types of schools reported that they felt safe in their school often or always. Though numbers were small among those reporting that they never felt safe, boys were slightly more likely to say that they did not feel safe. It is perhaps worth noting that they were also more likely than girls to say that they had brought a weapon into seen others with weapons in school, and in Low FSM they were also more likely to have brought a weapon to school. Seeing a weapon may impact on their feeling (or lack of it) of safety.

Table 20a: Feeling safe in school, secondary, by gender

	Low FSM						High FSM					
	Boys		Girls		Total		Boys		Girls		Total	
	Nos	%	Nos	%	Nos	%	Nos	%	Nos	%	Nos	%
Never	30	*7*	10	*2*	40	*4*	14	*7*	5	*3*	19	*5*
Often	138	*32*	161	*32*	299	*32*	62	*30*	72	*36*	134	*33*
Always	266	*61*	338	*66*	604	*64*	132	*64*	124	*62*	256	*63*

A large percentage of pupils from both types of schools explained why they felt safe in school and around 60% of pupils made suggestions as to how schools could be made safer.

Table 20b: Open ended responses – why feeling safe in school, secondary

Low FSM				High FSM			
Boys		Girls		Boys		Girls	
Nos	*%*	Nos	*%*	Nos	*%*	Nos	*%*
380	*86*	454	*89*	171	*82*	176	*87*

Between one fifth and a quarter of comments from year 8 pupils described not feeling safe. The reasons why pupils didn't feel safe in school were similar across all the schools. Reasons given were because of bullies; teachers not being around; and old and/or broken gates/security cameras which would allow strangers access:

> *Because there are not many teachers on the yard looking out for me or my friends.*
> *The gates are easy to climb.*
> *I sometimes feel threatened by older pupils or anyone could come into the school.*

The majority of pupils however, did feel safe in school because of the number of people around (friends and teachers):

> *Because I know I am in a safe place and the people around me are safe, kind and helpful and always make sure you are OK.*
> *Because I am surrounded by my friends.*

The sound structure of the school was also important:

> *Because its got massive gates*;
> *Because there are gates at the front of the school to stop anyone coming from coming in;*
> *Because there are cameras and alarms for when anything goes wrong.*

The ethos of the school also made pupils feel safe:

> *Because it's a good school;*
> *Because everything is a routine and there is never anything out of the ordinary*
> *Because I trust teachers and pupils;*
> *The atmosphere is nice.*

Comments about what the school could do to help pupils feel safe included suggestions across all the schools about increasing CCTV; improving general security e.g. locks and more fences; getting rid of bullies; having more teachers out at break time. There was a minority of comments suggesting more police presence in schools.

When asked about feeling safe in school the majority of Year 11 pupils in all the schools said they feel safe in school. Reasons given for this tend to mirror those from Year 8 although there are now more statements about individual pupils seeing themselves as responsible for being safe in school e.g. *'I'm*

hard'; 'I know I can take care of myself'; 'Because I don't look for trouble'. Many of the reasons for not feeling safe were also very similar to those of Year 8 such as bullying, and worries about strangers coming into the school. However, a minority of pupils in year 11, across the schools, were concerned about knives and drugs. For example:

> *Because many children in our school are mean-hearted and carry knives;*
> *There are lots of bullies and lots of people in my school take drugs and carry knives;*
> *Hardly any teachers on duty, easy to get dumped.*

Asked what schools could do to make them safer, there were many comments (as with those in Year 8) about increasing surveillance and CCTV. There was also a minority of pupils who wanted a greater police presence in school.

In secondary focus group discussions there were comments from both high and low FSM schools suggesting a greater police presence would increase their sense of safety. One pupil remarking that having police in school '*makes you feel looked after'* and another pupil from the special school said:

> *When the copper is around school then nothing bad goes on because he has a legal authorisation to arrest anyone … I'd much prefer to have a copper in the school 'cause then no one does anything wrong. They make the school feel safer like.*

Table 20c: Open ended responses – how could schools improve safety

Low FSM				High FSM			
Boys		Girls		Boys		Girls	
Nos	*%*	Nos	*%*	Nos	*%*	Nos	*%*
285	*64*	299	*59*	125	*60*	123	*61*

Tables 21a to 21c focus on issues around safety in the community and it can be seen that the majority of pupils also stated that they felt safe in their neighbourhood. Most of the pupils elaborated to explain why they felt safe in an open ended comment. Slightly over half of all the pupils also made suggestions as to how the police could improve safety in the community.

Table 21a: Feeling safe in the community, secondary, by gender

	Low FSM						High FSM					
	Boys		Girls		Total		Boys		Girls		Total	
	Nos	*%*	Nos	*%*	Nos	*%*	Nos	*%*	Nos	*%*	Nos	*%*
Never	19	*5*	16	*3*	35	*4*	10	*5*	5	*3*	15	*4*
Often	288	*79*	368	*79*	656	*79*	147	*78*	138	*72*	285	*75*
Sometimes	59	*16*	80	*17*	139	*17*	31	*17*	49	*26*	80	*21*

Table 21b: Number of open-ended responses - Feeling safe in the community, secondary

Low FSM				High FSM			
Boys		Girls		Boys		Girls	
Nos	*%*	Nos	*%*	Nos	*%*	Nos	*%*
299	*67*	401	*79*	156	*75*	163	*81*

As with the comments about feeling safe in schools the majority of year 8 pupils felt safe in their neighbourhoods because of being close to parents, friends and neighbours '*Because I have everyone around me*.' There were also many comments about feeling safe because the neighbourhood was quiet/nice/friendly.

Concerns about safety in the neighbourhood were often about what might happen, rather than what had happened. For example:

> *Because I feel like I'm going to get jumped;*
> *Because of lots of people on drugs;*
> *Because someone could break in.*

There was no discernable difference in comments between schools.

The majority of year 11 pupils also said they feel safe with a slight emphasis on good area rather than on neighbours. Asked what else the police could do a minority said 'nothing'. Other comments were:

> *Do more to encourage less fighting;*
> *Go around the street and look for people who are really breaking the law instead of going after kids every minute;*
> *Have more patrols;*
> *Be more welcoming. Listen to me.*

Table 21c: Open ended responses – what could the police do to improve community safety

Low FSM				High FSM			
Boys		Girls		Boys		Girls	
Nos	*%*	Nos	*%*	Nos	*%*	Nos	*%*
219	*50*	266	*52*	122	*58*	130	*65*

When asked what the police could do to help pupils stay safe there was a general consensus from year 8 and year 11 pupils that, on the whole, most pupils felt safe most of the time. There was agreement across schools however, that there should be more police on the streets. There was also an endorsement of the AWSLCP from a minority of pupils in 4 of the 5 schools, suggesting that the police should come into schools more often; give more lessons and assemblies, and generally continue talking to young people (though there were more comments from year 8 suggesting this). For example:

> *Come into more lessons and talk to 1 pupil at a time;*

Do more talks in school;
Do more assemblies in school;
Educating us about what can happen;
I think they could help by coming into school every so often and ask us;
Come into school and talk more about bad things.
Give more talks in schools (Yr 11)

Summary

In relation to bullying and fighting:

- A large number around 60% of primary pupils said they had been bullied compared to around 40% of secondary pupils, the difference is statistically significant ($p<0.01$)
- Slightly more primary pupils also stated that they had seen others bullied than did secondary pupils. Girls in primary schools were significantly more likely to say they had seen others bullied than boys in primary schools
- A smaller number of primary pupils said that they had never been involved in fights than did secondary pupils; however, for both sectors and Low/High FSM schools boys were significantly more likely to have been involved in fights than girls
- Most pupils across both sectors reported that they had seen others fighting at school; pupils in High FSM schools were more likely to state they had seen fights than those in Low FSM schools
- Just over half of the pupils in primary and Low FSM schools said they had seen people fighting near their home; a significantly higher proportion of those in High FSM reported having seen fighting in their neighbourhood

In relation to weapons and worrying about getting hurt (the questions about weapons were only included on the questionnaire for secondary pupils):

- Very few pupils reported having brought a weapon into school but boys in Low FSM schools were significantly more likely to report having done it than were girls in these types of schools; a slightly larger percentage (around 20%) stated they had seen others with weapons in school. In this case there was a statistically significant gender difference with more boys saying this was the case in both Low and High FSM schools. Relatively few pupils had seen people with weapons in their neighbourhood but, again, there was a significant difference between boys and girls.
- About two thirds of primary pupils worried about getting hurt and having their mobile phone stolen, around half to two thirds of secondary pupils also worried about getting hurt. Boys in Low FSM schools were significantly less likely to worry than pupils in other types of schools. Girls in both Low and High FSM schools were significantly more worried about getting hurt than boys in these types of schools.