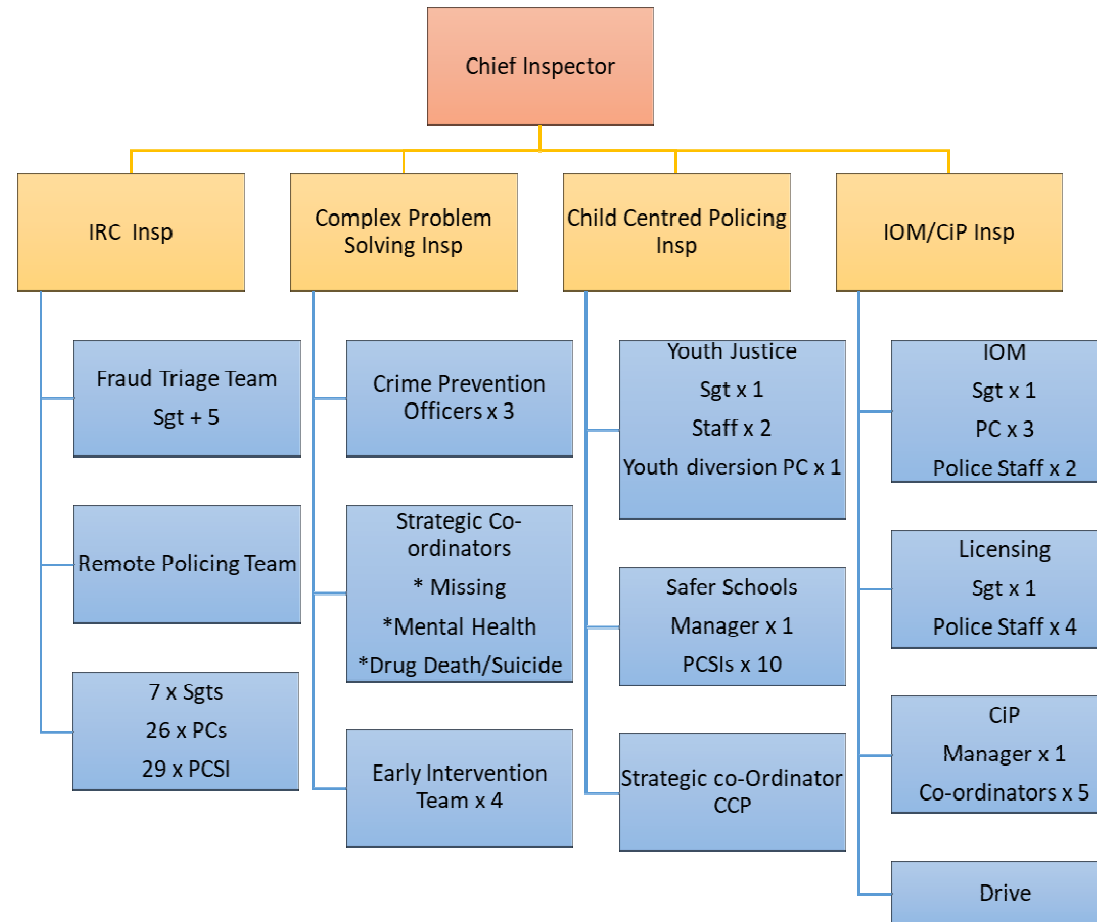


# Prevention & Safety Education Services to schools

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# Prevention – Current structure



# Longer term plan

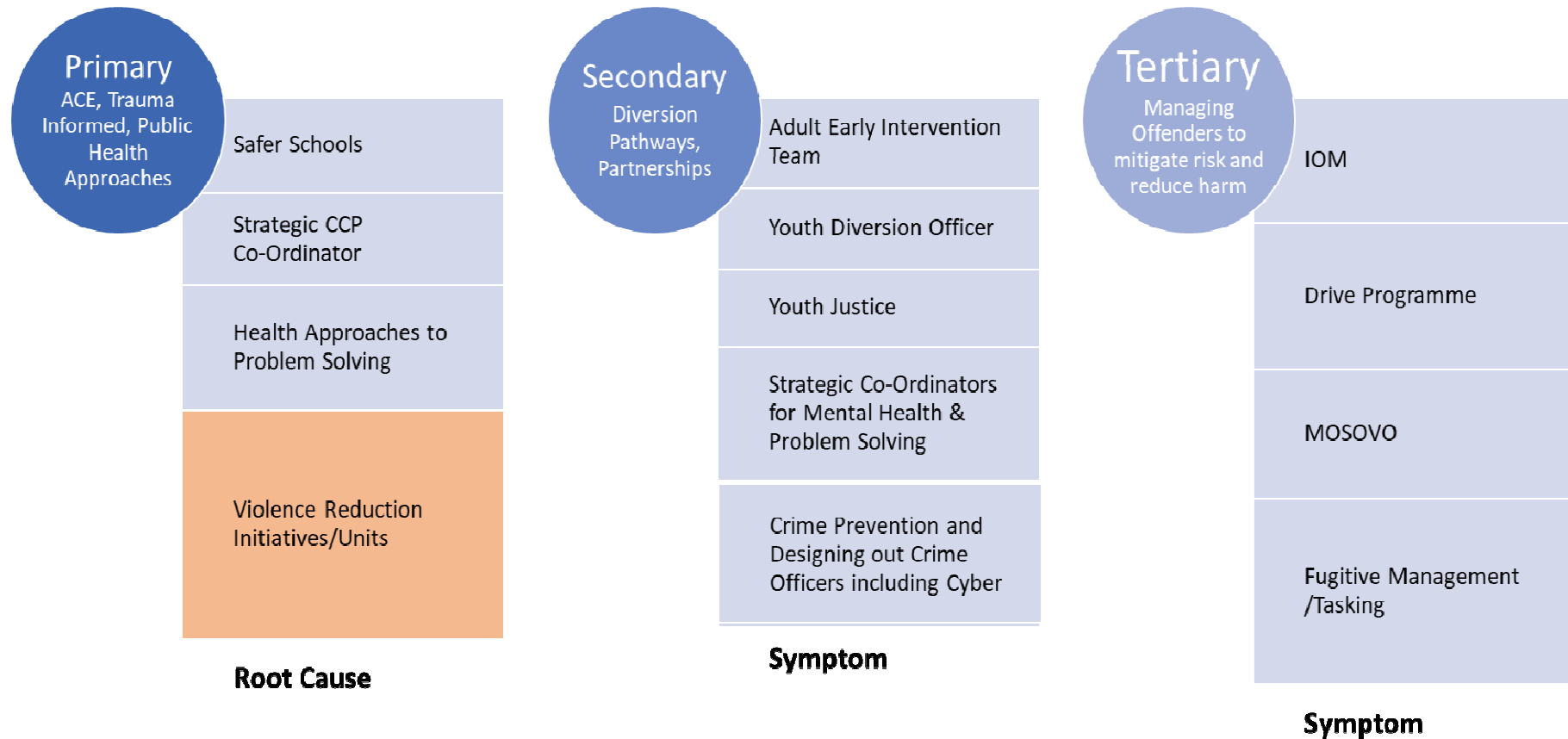
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- **Longterm Prevention Strategy** - to get ahead of problems, and deliver long term improvements for our communities and reduce demand on all services. Whilst focusing on 2030 and beyond the strategy will also ensure delivery in the here and now to ensure the critical success factors are achieved over the next two years
- **Visionary Leadership and Political Commitment** - realisation that this approach and investment may not be fully realised for a decade and therefore a return on investment of effort and resources will take time. This work will need to move beyond political or senior leadership tenure and have a truly long term vision for future leaders and elected members to buy into to achieve cultural change
- **Communication & Narrative** - create a strong narrative across police & partners and with the community that through a long term strategy we will embed and deliver truly effective prevention



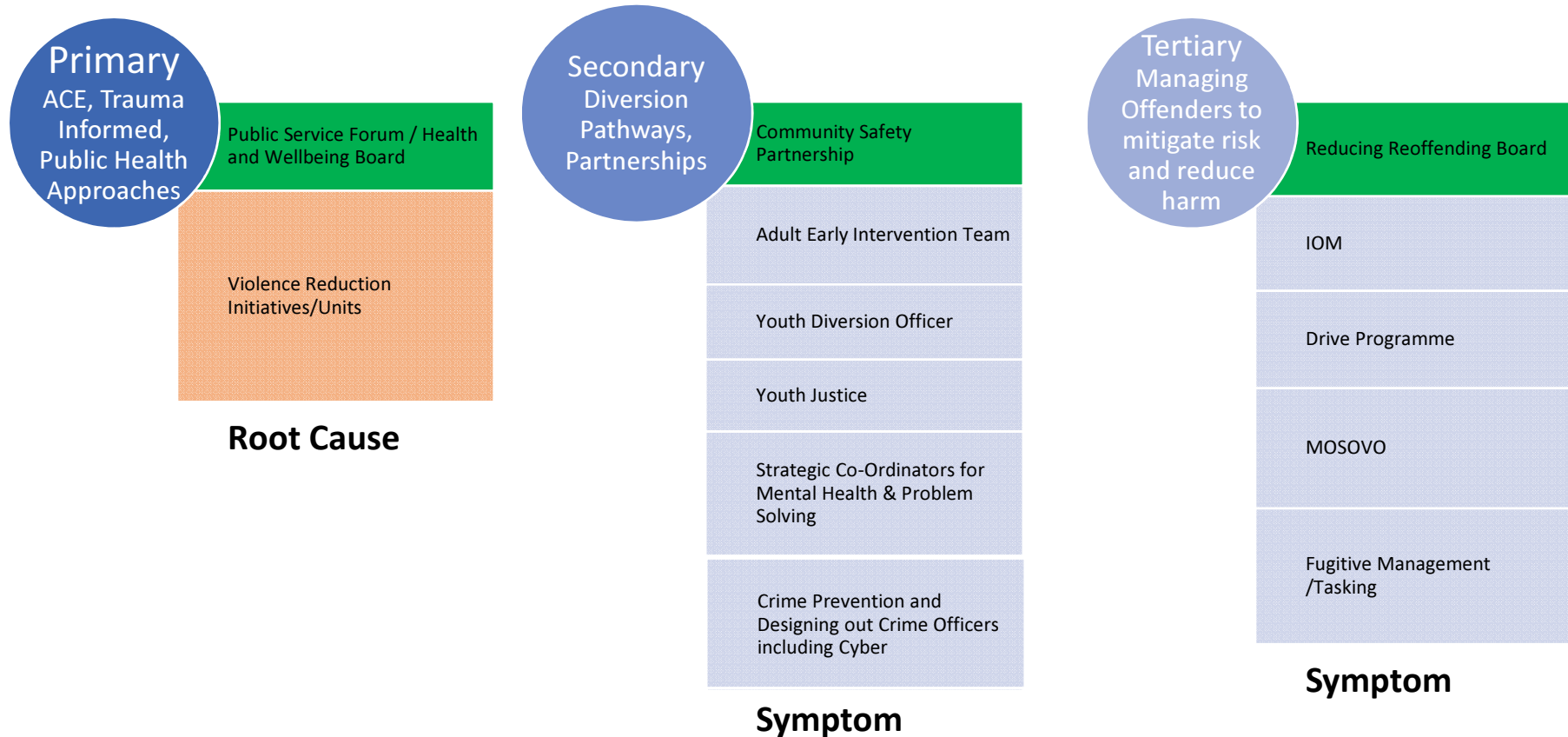
# Primary – Secondary – Tertiary Prevention

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# Primary – Secondary – Tertiary Prevention

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# Safety Education Services to schools

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# Background

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- Review commissioned in Spring 2020 - children's safety education services provided to schools by Police, partner agencies and charities across Dorset
- Work undertaken by RealWorldHR

*“at a high level, there are common goals, common concerns, common frustrations, common wants and needs across the police, partners, charities and schools but it is a complex problem because not one of these groups of stakeholders is a single homogeneous entity with awareness of their own services as a consequence of multiple internal reforms”*



# The education provision in Dorset

## There is a mixed economy of schools and colleges across Dorset and BCP



There are lots of different types of schools with differing wants and needs so a single way of meeting their needs is unlikely

School or College	Dorset LA	BCP LA	TOTAL
Academy converter	72	55	127
Academy special converter	1	3	4
Academy sponsor led	13	17	30
Community school	23	5	28
Community special school	2	2	4
Foundation school	4	2	6
Foundation special school	2	0	2
Free schools	1	2	3
Further education	1	1	2
Non-maintained special school	2	3	5
Other independent school	17	9	26
Other independent special school	5	2	7
Studio schools	1	1	2
Voluntary aided school	20	6	26
Voluntary controlled school	13	1	14
Further Education College	1	1	2
16 to 18 Student Destinations	14	17	31
<b>TOTAL</b>	<b>178</b>	<b>110</b>	<b>319</b>

286  
2  
31  
319

**Schools  
FE Colleges  
16 to 18 Destinations**

<https://www.compare-school-performance.service.gov.uk/download-data?currentstep=region&downloadYear=2018-2019&regiontype=la&la=B38>

Schools Assessment of Need

**Tier 1 Universal 74 (73%)**  
**Tier 2 Enhanced 12 (12%)**  
**Tier 3 Complex 16 (16%)**  
**102**

\*\*As at 02/07/20

Considering the need to build effective relationships between the police and ALL schools, new ways of working between NPT and SSCT will be critical if the new model is to be effective from the perspective of the schools





## What we now know:

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- We know what is currently being delivered
- We know what partners want
- We know what the schools want

# What schools told us they want and need ...

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They said:

- Schools need to know they can access specialist and experienced support when they need it from agencies that know how to deliver messages to young people
- Schools and colleges say they want to be able to build a relationship so they can safely share intelligence
- Schools want a service that is free at the point of delivery or affordable (66% cite cost as a barrier)
- Schools want to know what is available and from whom
- Schools want a service that is widely accessible and simple to book and available when they need (44% said scheduling sessions was too difficult)
- Schools named topics and cohorts they would like included in safety education



# There are a range of options to delivering a service to both schools and partners

A

Co-ordinated

- Partners keep doing what they are doing, but with better co-ordination, simpler choose-and-book for schools, and shared evaluation of impact.
- Gives the one-stop-shop schools want and partners retain control over their delivery for easier alignment to sector and organisational priorities.

B

Combined

- Partners bring together resources into a hosted joint team.
- This affords greater integration and visibility across partners.
- Allows partners to focus on core statutory duties.
- This could take the form of a managed service similar to the CCU for LRF activity

C

Outsourced

- Partners pool funds to outsource the delivery model to a provider with experience of delivering educational messages to young people of all ages.
- This could take the form of a managed service run and led by an external provider which could be a CiC, Charity

# Next steps – 3 phase approach.....

## **Phase 1: Understand what police & partners feel appropriate to deliver:**

- Partners identify the key deliverables including the impact on potential performance, resources and cost – 30<sup>th</sup> June 2021
- Agreement on a project 'baseline' is achieved with key partners.
- Those ideas and proposals are used to enter dialogue with schools on the potential future arrangement for improving the educational safety input to children in the county
- Work completed in the next two months - July 2021

## Phase 2 - Dialogue with educational establishments is commenced.....

- Consultation with schools and presentation by partners outlining the proposals
- Agreement between partners & schools over a preferred 'model'. An Memorandum of Understanding is drafted to reflect the agreement
- Initial commitment is received from all parties to provide resources, funding and support to the model agreed – the MOU is signed
- Completed by October 2021

# Phase 3 - Pilot

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- Process to identify supplier or host for the service
- A pilot will be agreed to 'test' the model prior to a wider application across the county
- January 2022

# Project Management

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- Project management framework applied and a Project Board and separate Project Delivery Group
- Director level SPOC for initial contact