

# Supporting Schools Programme

**‘Safe, Healthy and Resilient’**



## Document Information

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## 1 - Introduction

Borough and District Council's in their capacity as the responsible authority for Community Safety are in a unique position to influence strategic planning, facilitate and coordinate multi-agency working, commission and influence local outcomes across different work streams, all of which can act as a catalyst in improving outcomes for children and families. Stafford Borough Safer Communities Partnership operates a weekly partnership HUB whereby concerns of locality crime, anti-social behaviour and vulnerabilities affecting individuals are discussed. Individuals can experience a wide range of issues relating to substance misuse, homelessness, domestic abuse and mental health have been increasing. The referrals received are normally concentrated in certain hot spot areas where there are known high levels of social housing, unemployment, benefit claimants and poorer health outcomes. These areas are classified as being <sup>1</sup>deprived and they can suffer a disproportionate amount of crime, a breakdown of community cohesion and increased inequalities (O'Mahoney, 2003). Supporting the notion that issues of deprivation and crime are linked (Levitas, 2007), in particular, social class and crime (Webster and Kingston, 2014). It is these issues that can lead to wider vulnerabilities in adult life (Hancock and Wingert, 1997) that can result in significant costs to society when organisations have to support interventions to deal with issues.

There has been a considerable amount of quantitative research that evidences the ubiquitous relationship between childhood and adulthood disadvantage, in particular experiences of childhood poverty and adverse outcomes in adulthood (Hobcraft and Kiernan, 2001). Children who experience trauma early in life (0 to 6 years) such as abuse, familial breakdown, witnessing violence in the home, parental substance misuse can end up with an array of long lasting psychological and physiological effects that can lead to addiction and mental health issues (Norman et al, 2012) in adult life. There are clear associations between childhood deprivation, poor cognitive development, behavioural difficulties and the prevalence of poor physical and mental health outcomes in adulthood (Menshah and Hobcraft, 2008). Children who have been abused are likely to suffer from long term physical and mental health issues including substance misuse and dependency (Norman et al, 2012). Those experiencing parental divorce are also likely to experience disadvantage in adulthood, although there is a need to understand the pathways that lead to this disadvantage (Sigle-Rushton, Hobcraft and Kiernan, 2005).

Issues such as poverty and unemployment have been closely linked to ill health, poor educational attainment and anti-social behaviour and it has been found that these have more impact on family life, social relationships and quality of life (Joseph Rowntree Foundation, 2007). These are the issues that can hinder a family from thriving and reaching their full potential and because of the generational nature of the issues it is

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<sup>1</sup> As per the English Indices of Multiple Deprivation

difficult to overcome them. Research conducted by Action for Children (2012) indicated that deprived families include teenage mothers, have adults who are out of work and are lone parents and have family members who are disabled or mentally ill. In these families there is likely to be alcohol and substance misuse and also high instances of domestic abuse. Action for Children suggests that families who are experiencing these issues and issues of multiple deprivation are most likely to be generational in nature and require the most intervention and support.

Using data from the National Child Development Study of children who were born in 1958, Hobcraft's study found that children who are born into poverty tend to:

- earn lower incomes as adults,
- live in social housing
- have had contact with the police by the age of 16

It also found that children from one parent families are more likely to experience childhood poverty than those who have two parents (Hobcraft, 1998). The Joseph Rowntree Foundation estimated the cost of child poverty to be approximately £25 billion in 2008 (see: Estimating the costs of child poverty, 2008). Further research indicates that this cost has now risen to £35 billion per year, which equates to approximately three percent of gross domestic product (Hirsch, 2013). A proportion of these costs are attributed to the provision of help and support required for adults who have grown up in poverty as children, this relates to support from public sector organisations.

Public sector organisations have been facing unprecedented budget reductions since 2010 and it is estimated that the funding gap will be approximately £12.4 billion by the end of the decade with front line services being the most affected (see: Future Funding Outlook, 2014). The Local Government Association (LGA) estimate that smaller District/Borough Councils are likely to be the most affected (LGA, 2014) which indicates that they have to rethink how they provide services in the future for a small percentage of their budget (Jepp, 2010). Working in partnership to provide preventative and early help support to children and families can make quite a significant difference to their longer term outcomes. The terms 'prevention' and 'early help' are often used interchangeably across disciplines and in practice there will often be overlap. When we talk about prevention we mean the provision of additional support that aims to prevent problems by building resilience and reducing risk factors facing children and their families. The provision of early help will support children and families life to respond, as soon as possible, when difficulties emerge in order to prevent problems from becoming entrenched or escalating.

## 2. The picture of Stafford Borough?

Stafford Borough Council sits within a two-tier political system and is one of eight District and Borough Council's that make up Staffordshire County Council in the West Midlands. The Borough is a County town and the largest district geographically stretching across 59,187 hectares equating to approximately 230 miles. Predominately rural, its economic scale score of 84.71 ranks it as medium size by British standards. It has a population of 131,000, 93% are classified as white and the population is expected to steadily increase by 2033 (Source: 2010 Mid-Year Population Estimates, ONS). The Borough encompasses two main Prisons, one which is a category <sup>2</sup>C Sex Offender Treatment Hub and the other one which is a designated closed female prison. In terms of further education, the Borough has both a college and university. During 2015 there was a large expansion of the Ministry of Defence site at Beacon Barracks when 1500 soldiers were relocated from Germany.

There are two main town centres located within this Borough, Stafford and Stone which acts as the hubs delivering services to large rural hinterlands, and are important economic centres in their own right. Although relatively affluent, the Borough does experience pockets of deprivation where there are large stocks of social housing, high numbers of people who are out of work and claiming benefits. During the summer months the Borough receives a high influx of migrant workers who travel over to work on farms for fruit picking.

### 2.1 Children and Young People:

- There are 192,000 0-18 year olds in Staffordshire and most children are well supported by their parents and carers, and through the provision of high quality universal services, including those provided by voluntary and community organisations.
- Late intervention children's services are responding to a wide range of complex and multifaceted needs, it has been found that these services are often addressing similar symptoms which can be grouped into four main themes including mental health and emotional wellbeing; child abuse, neglect and exploitation; risk taking behaviour; and poor education outcomes and economic inactivity
- The 'toxic trio' of mental health, substance misuse and domestic abuse have been found to be common parental problems and family issues in Staffordshire. It is recognised that without early intervention these can lead to negative impacts on children and increase the need for costly late intervention services.

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<sup>2</sup> Prisoner categories in England and Wales: There are four different security categories:

Category A – Category A prisoners are those that would pose the most threat to the public

Category B – Category B prisoners do not need to be held in the highest security conditions but, escape should be made very difficult.

Category C – Category C prisoners cannot be trusted in open conditions but are considered to be prisoners who are unlikely to make a determined escape attempt.

Category D – Category D prisoners can be trusted in open conditions.

- However, it is also found that there are additional contributing family factors which can increase the demand for support services, such as the damaging effect that changing family structures and parental relationship problems can have on children and young people;
- It has been found that there are wider socio-economic influential risk factors which can manifest in children and families experiencing disadvantage and vulnerability, these include deprivation; worklessness; poverty; poor housing and disabilities.
- The number of adult referrals, in Staffordshire, meeting the threshold has been steadily increasing since 2009/10 and is in proportion with the number of referrals, currently in 2014/15 the numbers of referrals meeting the threshold is 80%.  
The adult referrals are predominantly over 65 years of age and have a primary support reason for physical support.
- The primary reasons for adult referrals in Staffordshire are due to concerns of either physical abuse or neglect
- On average, it appears that levels of development for all children are worse in more deprived areas.

### Views of Children and Young People:

- Their local area was either a 'Good' or 'Okay' place to live as a young person (94%).
- Nearly three-quarters were confident that they would be able to achieve their aspirations for their 18 year old self (74%).
- A large majority felt 'Happy' about their life (85%), very few respondents were 'Unhappy' (4%) and the remainder were 'Neither happy nor unhappy' (11%).
- 'When asked about how safe they felt in a variety of situations, young people were most likely to feel safe 'At home' (98%) and 'At school' (95%) but were less likely to feel safe 'Online' (69%)
- 'When out and about in the local area at night' (51%).
- Just over one-fifth of respondents said that they looked after someone in their family who has an illness or disability (21%).
- A young person's home status influences their drinking habits.  
Young people that have drunk alcohol appear to be more likely to undertake additional 'risk-taking' behaviour.
- Boredom is one of two main reasons that children state they experiment with drugs (McIntosh et al, 2005) the first one is enjoyment.

(Source: <http://www.staffordshireobservatory.org.uk/publications/healthandwellbeing/childrenandyoungpeople/>)

### 2.2 School readiness:

- Stafford borough overall has a better than England rate of children being ready for school (68% compared with 59% for England). This also correlates with the rate of children who receive free school meals with Stafford Borough having a better rate than England, 10.8% and 16.9% respectively. There are some

exceptions when broken down into ward level with Highfields and Western Downs (28.5%) and Penkside (26.3%) showing much higher rates than that of England. These two wards are however, in line with England in terms of school readiness.

### 2.3 Child Protection and Lone Parents:

- At the end of March 2014, there were 79 children subject of a plan open to Stafford teams, and now receiving an appropriate level of support. In comparison to similar Local Authorities the overall Staffordshire rate of child protection is now in line with where it should be.
- Stafford on average has a better rate than England in the number of lone parents families, 8.4% compared to 10.6% respectively. Again, when broken down into wards, there are exceptions with Highfields and Western downs (15.6%), Penkside (14.2%) and Tillington (12.6%) having much higher rates than England.

### 2.4 Unintentional injuries:

The table below presents the top 5 admissions for unintentional and deliberate injuries to children in Stafford Borough for the period 2013/14.

Diagnosis	Number of all undetermined admissions	Percentage of all undetermined admissions
Injuries to the head	126	31%
Poisoning by drugs, medicaments and biological substances	69	17%
Injuries to the elbow and forearm	38	9%
Injuries to the knee and lower leg	31	8%
Injuries to the wrist and hand	22	5%
Other and unspecified effects of external causes	22	5%

(Source: Hospital In-patient Data Extract, Healthcare Commissioning Services (HCS).)

### 2.5 Sexually Transmitted Infections

- Rates of acute STIs in Stafford remain lower than the West Midlands and England averages.

### 2.6 Under 18 Conceptions

- Overall rates in Staffordshire are not reducing as fast as England, in addition there is considerable variation between the rates of reduction across Staffordshire. Last year's data on teenage pregnancy shows Stafford as having lower rates of teenage pregnancy than the England average, and a trend in the right direction. In Stafford, data at a District level is below the County and England rate, however the Wards of Penkside and Manor are significantly higher.
- According to a report published by the Monument Trust (the Sainsbury Family Charitable Trust) mothers aged under 20 are much more likely to live in deprived neighbourhoods, and are 22% more likely to be living in poverty by age 30

compared to mothers giving birth aged 24 years or over. Also, according to the same source, teenage mothers are 20% more likely to have no qualifications by age 30, compared to a mother giving birth aged 24 or over (Lemos and Crane, 2009)

## 2.7 Employment and Educational Attainment

- Youth unemployment is a significant issue in Staffordshire with the 16-24 age group suffering disproportionately from unemployment locally. In February 2013 there were 570 JSA claimants aged 16 to 24 in Stafford Borough which represented 4% of the 16 to 24 population.
- The rate of youth unemployment has fallen from its peak of 5.4% in April 2009, but rates are still higher than the pre-recession levels in June 2008. In Stafford Borough there are 2.9% NEETs (Not in Education, Employment, or Training) which is lower than the Staffordshire rate of 3.7% and the lowest rate of all the 8 Districts in the County. However the Wards of Highfields and Western Downs and Penkside have higher rates than Staffordshire and England at 7.8% and 8.8% respectively.
- Attainment at Key Stage 4 in Stafford Borough has continued to improve. Around 63% of pupils achieved five or more grade A\* to C GCSEs including Mathematics and English in 2012 compared to 53% of pupils in 2008. Performance remains above regional and national averages of 59%.

(Source: Stafford Borough Enhanced Joint Strategic Needs Assessment, 2014)

## 2.8 Mental Health

- There are 27,800 children and young people living in Stafford and Surrounds. 1 in 10 of those will have an emotional or mental health disorder, and 1 in 5 young women will also have problems with eating. There have also been 148 urgent hospital admissions for self-harm and 162 hospital admissions from unintentional and deliberate injuries in young people overall for under 15 year olds (2012/13). More than half of adult mental health issues were diagnosed before the age of 18, and fewer than half of those diagnosed were treated appropriately.
- About 50% of lifetime cases of diagnosable mental illnesses begin by age 14 and It is estimated that a quarter of all older people suffer from depression. Mental illness accounts for over 20% of the total burden of disease in the UK, more than cardiovascular disease and cancer.
- In Stafford Borough 45% of people who are claiming Incapacity Benefit, Severe Disability Allowance or Employment Support have a mental and behavioural disorder (NOMIS November 2013). The most recent figures available show that only around 27% of working age adults in England with a mental illness are in employment. At any one time, one in six working age adults (16 % of the population) will experience depression and/or anxiety.
- People with mental health problems show much higher levels of behaviours such as smoking and excessive alcohol consumption.

- Depression is linked with a 50% increase in mortality, comparable with the effects of smoking, and with increased rates of coronary heart disease, cancer.
- Mental illness carries a stigma, and people with a mental illness are more likely to be living in poverty and be unemployed - unemployed people are twice as likely to have depression as people in work.
- There were 280 hospital admissions due to self-harm in Stafford. This hospital admission rate is higher than England and was the third highest across the Staffordshire Districts.

(Source: Stafford Borough Enhanced Joint Strategic Needs Assessment, 2014)

## **2.9 Crime and Anti-Social Behaviour:**

- The peak age for people committing offences in Stafford Borough is between 15 and 34 years old, the majority being males (60%).
- Over a quarter of male offenders were aged between 20 and 24 with the peak age being 22, with 21 years of age being the peak for females. 37% of juvenile offenders in Stafford Borough went on to re-offend within 12 months of their original offence, the highest re-offending rate in Staffordshire.
- During 2012/13 the number of 15 – 24 year old reporting that they were victims of domestic abuse was 90.
- Violent crime: the number of violent crimes has increased by 14.7% since 2012/13
- Domestic Abuse: Reported incidents of domestic abuse have increased by 14.1% in the last 12 months
- Sexual Violence has increased by 93.8% compared to the previous year
- Criminal Damage and Serious Acquisitive Crime have decreased slightly in the last 12 months
- The British Crime Survey shows that the impact of hate crime has a significantly more detrimental effect on its victims than those experiencing non-directed crime.
- Among young people, excessive drinking is associated with a range of problems, including anti-social behaviour, accidents, physical and mental health problems, youth offending, teenage pregnancy and poor school performance.
- 2014 School Alcohol Survey indicates children as young as 11 years old have drunk alcohol; Young people state that they get their alcohol predominantly from their parents with permission; 37% of young people agree that drinking at their age is ok as long as it doesn't affect their health or school work

(Source: Stafford Borough Community Safety Strategic Assessment, 2015)

## **2.10 Cost of Dealing with Vulnerabilities and crime related issues:**

- Public sector organisations are under increasing pressure to make considerable savings and at the same time fulfil statutory responsibilities and maintain a satisfactory level of service delivery. The cost to society of public sector organisations having to deal with a wide range of issues and vulnerabilities is quite significant. Costs attributed to the Shire Borough are depicted in the table below:

<b>Vulnerability</b>	<b>Estimated Cost per annum (2012/14)</b>
Number of Children and Young People accessing specialist CAMHS) 2012/13	£980,822.00
Alcohol related crime*	£4,692,492.00
Domestic violence**	£3,840,183.00
Sexual offences	£1,588,936.00
Serious sexual offences	£2,660,544.00

\* Alcohol related violence (costs taken from Staffordshire Police alcohol related costs 2010)

\*\*Domestic Violence (cost taken from Violence against the person 2003 figures)

(Source: Revisions made to the multipliers and unit costs of crime used in the Integrated Offender Management Value for Money Toolkit September 2011)

- It is estimated that the annual costs of local authorities responding to antisocial behaviour is £3.4 billion. This excludes the personal and social costs suffered by victims and communities (The Police Foundation Briefing, Series 1, Edition 9, February 2010)

### **Sexual health:**

Key findings based on maintaining current access levels of contraceptive and sexual health services show that, between 2013 and 2020, unintended pregnancy and STIs could cost the UK between £84.4 billion and £127 billion (Table S4) comprising:

- £11.4 billion (cumulative costs) of NHS costs as a result of unintended pregnancy and
- STI costs between £73 billion and £115.3 billion (cumulative costs) of wider public sector costs

(Source: Unprotected Nation, The Financial and Economic Impacts of Restricted Contraceptive and Sexual Health Services, January 2013)

### 3. Supporting Schools Programme

The Safer Communities Partnership is working closely with schools in Stafford Borough to implement a programme of prevention and early help support. The vision of this programme is to facilitate and co-ordinate agency support in the school environment and in the wider community in a number of areas such as crime and anti-social behaviour; healthy relationships; hate crime, bullying, mental health, wider vulnerabilities and indicators of social deprivation. As a collective partnership, we believe that in doing so, it will:

- lead to improved outcomes for children, young people, and school
- support children and young people in becoming resilient, healthy, safety conscious adults, able to positively contribute to society
- have long term benefit for the wider community

The Stafford Borough Supporting Schools Programme (SSP) is designed to complement and enhance the PSHE curriculum and also contribute to the Ofsted framework and with issues including 'British Values'. PSHE education equips pupils with the knowledge, skills and understanding that they need to develop strategies that are required to live healthy, safe and happy lives. It also provides opportunities for children to reflect on their own behaviour, challenge and clarify their own values as they progress through the life course. Under section 78 of the Education Act 2002 and the Academies Act 2010 the PSHE curriculum must:

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

(Source: <https://www.pshe-association.org.uk/> )

The SSP initiative is designed to be an enhancement of the current PSHE curriculum offered in schools. The initiative contributes to this by providing pupils with appropriate information that with help to build their confidence, resilience and self-esteem. It will support them to make safe, informed choices, understand what influences their decision making and also the consequences that decision may have. The ideology of the programme is based upon prevention and early help support to either avoid issues from occurring or to stop issues from escalating any further. This can range from issues of social deprivation and also wider vulnerabilities and it is these that would benefit from additional input from partner agencies specialised to deliver training in these areas.

A pilot programme commenced in Stafford Borough at the start of the 2015 – 16 academic year in five schools. The pilot schools included in the programme were:

- Doxey Primary School

- Walton Priory Middle School
- Alleynes Academy
- Stafford Manor High School
- Stafford Grammar School

School sessions have been delivered for Year 6, 7, 8, 9, 10 and 11 in all five schools. Sessions included: Anti-Bullying; Hate Crime/Homophobia; Cyber Bullying and Internet Safety; Healthy Relationships and CSE; Feeling Good (Substance Misuse Yr6 only); New Psychoactive Substances; Personal Safety; Role of the Police; Fire Safety; Road Safety; Crime and Anti-social Behaviour; Gangs and Knife Crime; Staying Safe Around Dogs. In addition to this they have benefitted from the implementation of the Student Help Advice Reporting Page (Sharp) System in their schools which has been up and running since December 2015 and has achieved a total number of 3000 hits across the five schools with concerns being raised that range from safeguarding to general vulnerabilities. In addition to this two of the schools are also piloting the concept of a multi-agency centre.

Although the longer term benefits of the programme won't be realised for a few years, early indications suggest that it is beneficial to the children and staff. Initial feedback indicated that school attendance and behaviour had improved and that those attending the sessions felt they were very informative. Schools also stated that children and young people are more engaged with visitors and the sessions offered, this will evolve over time as the programme develops. Some of the initial outcomes are contained below:

### **Healthy Relationships:**

A report by the NSPCC and the University of Bristol reported that 77% of young people feel they do not have enough information and support to deal with physical or sexual violence. Schools can provide this in a safe environment. The report also showed that experiencing relationship abuse can impact on a young person's ability to thrive at school. Some of the problems that have been highlighted are:

- Being late for school/not attending.
- Disturbed sleep affecting concentration.
- Not focussed in lessons as he/she is preoccupied and worried.
- Very gendered expectations of career and achievement.
- Appearing isolated or removed.

The study also found that:

- 25% of girls and 18% boys reported some form of physical relationship abuse.
- Around 75% of girls and 50% boys reported some form of emotional abuse.
- Girls were more likely than boys to say the abuse was repeated and that it either remained at the same level of severity, or worsened, especially after the end of the relationship.

- Teen relationship abuse can have serious outcomes including depression and suicide.
- 98% of young people feedback that they enjoyed the workshops and found them informative.

Below are some sample comments from those attending the healthy relationships sessions:

- *It's interesting and really discusses things that are important.*
- *It has helped me see new ideas and concepts on healthy and unhealthy relationships.*
- *It really opened my eyes to the truth about domestic violence.*
- *It made me more aware of the problems in our society.*
- *It has given me a different view about relationships.*

In addition to that:

- 99.4% of young people were able to identify behaviour that could be seen as abusive within a relationship.
- 98.6% of young people were able to name 3 things that contribute to a healthy relationship.

### Feeling Good: Y6 Drug education lesson focusing on alcohol

Pupil evaluations after the sessions:

- 1) How much do you think you know about the things that could happen to a person when they drink alcohol?

	Nothing	A little	Not sure	Quite a bit	A lot
<b>Before the session</b>	14	155	42	417	220
<b>After the session</b>	7	19	14	189	619

- 2) How much do you know about keeping safe in a risky situation involving alcohol?

	Nothing	A little	Not sure	Quite a bit	A lot
<b>Before the session</b>	40	225	124	312	147
<b>After the session</b>	5	41	32	313	457

- 3) How confident do you feel in dealing with peer pressure?

	Not at all confident	A little bit confident	Not sure	Quite confident	Very confident
<b>Before the session</b>	63	165	173	302	145
<b>After the session</b>	16	50	58	303	421

### Workshops for parents:

- To raise the awareness of Parents/carers of the issues around alcohol
- To identify services that can support children and their families

Parents' evaluations after the sessions:

- 1) This session has given me more understanding of the issues around alcohol.  
98% parents agreed or strongly agree
- 2) I feel more confident in being able to access support related to alcohol issues  
91% parents agreed or strongly agreed

Comments:

- *Useful to find out ages/habits of when children get interested in alcohol*
- *Some surprising facts and myths dispelled*
- *Very informative and interesting*
- *Enthusiastically presented appropriate mix of facts and anecdote*
- *I think that with children we also need to be aware of the issues around prohibition and how that might then present when they leave home (e.g. going mad when go to university)*
- *I found it very useful and to understand how much alcohol is in different drinks. Also to bear in mind when children become teenagers not to let them drink early*

In addition to this:

- 720 young people have received hate crime/homophobia awareness sessions, which is an increase of 620 in 12 months;
- Individuals being supported to report to the police: increased from 30% reporting to the police up to 50%;
- Prevent presentations developed and disseminated to schools.
- Specific sessions relating to lower level mental health issues have been developed and will be offered from April onwards.

Agencies and schools participating in the pilot indicated there were some gaps in service provision, in particular from the health-sector, that are now been incorporated into the programme. This now means that the programme has more of a holistic approach across the life course of the child and their family.

## 4. Supporting Schools Model

### 4.1 The SSP is designed to:

Schools signing up to the programme will benefit from multi-agency support to:

#### 4.1.1 Reduce the prevalence of crime and victimisation amongst young people; reduce numbers of incidents and crimes in school and wider community.

- Provide consistent and appropriate support and interventions to divert young people from social exclusion and criminality.
- Sharing information to identify those at risk.

#### 4.1.2 Improve the health and wellbeing of children and young people:

- Reduce substance misuse amongst young people
- Support young people with their mental health
- Develop an understanding of healthy, safe and resilient relationships
- Support the school in promoting healthy lifestyles

#### 4.1.3 Provide a safe and secure school community which enhances the learning environment.

- Reduce incidents of bullying and violent behaviour.
- Develop prevention and early intervention strategies to improve physical safety of school and personal safety of all who use it.
- Develop a multi-agency approach.

#### 4.1.4 Ensure that young people remain in education actively learning and achieving their full potential.

- Support transition activities between educational settings
- Ensure opportunities to learn and develop citizenship skills
- Promote full participation in school

#### 4.1.5 Engage young people, challenge unacceptable behaviour and support them to develop respect for themselves and the wider community.

- Develop whole school conflict resolution.
- Help and support children and young people to identify issues they, or their friends, are experiencing

The principle underpinning the initiative is to provide an educational environment that is age appropriate and enables children and young people to achieve in a supportive and

safe location. The sessions are aimed at meeting the national and local indicators in respect of health, crime and wider vulnerabilities and also indicators of social deprivation, the model is demonstrated below:

### Supporting Schools Initiative Model



(Figure One: Stafford Borough Supporting Schools Initiative © )

This is a needs based model that has been designed with flexibility in mind to enable schools to access support for those issues that are of most concern to them. It also acts as a framework for public, private and voluntary sector organisation to engage with schools and to share information. Working in partnership in this way will provide the investment in children’s futures to tackle the causes of the problems rather than them escalating to social, health and environmental problems in the future.

## 5. Programmes Available

There are a number of multi-agency programmes that are available to schools which are detailed below:

### 5.1 Student Help Advice Reporting Page (Sharp) System

Schools are encouraged to sign up to the Student Help Advice Reporting Page (Sharp) System for the pilot schools. The Sharp system allows young people to report any incidents which occur within the school and local community anonymously and without fear. It also delivers educational content to raise awareness on a wide range of subjects including: Bullying, Health, Community Issues, Weapons and Hate Crime. It promotes inclusion, safeguarding, e-safety and provides additional opportunities for students to report their concerns and has also been endorsed by Ofsted.

The Sharp system is a web based tool which can be personalised for each school with their logo/schools colours and school badge. It can also include details of staff members should you wish to include them as a point of contact.

### 5.2 Multi-Agency Centres (MAC)

As previously mentioned issues such as poverty and unemployment have been closely linked to ill health, low literacy and anti-social behaviour and it has been found that these have more impact on family life, social relationships and quality of life (Joseph Rowntree Foundation, 2007). These are the issues that can hinder a family from thriving and reaching their full potential and because of the generational nature of the issues it is difficult to overcome them.

The MAC concept is about bringing together a range of partners in one location within a high school to support young people with some of the difficult and complex issues they may face, for example, bullying, sexual health, bereavement, domestic violence, relationship difficulties, internet safety and emotional wellbeing. Schools have identified a private space that is utilised for this purpose and is used by a number of agencies who attend on a 'drop in' system. It is used by pupils who want to talk confidentially about any issues they may have or just as a 'safe' environment to be in and is also used by parents and the wider community.

### 5.3 Staffordshire Health Educator Project - SHEP

The Staffordshire Health Educator Project (SHEP) is designed to train a group of young people in Y8 in schools who are then able to pass on health messages to their peers, mainly in their year group at their school but also to friends outside of school.

Research indicates that peer education can be an effective form of drug education. It enables young people to develop the knowledge and understanding, skills and attitudes to make informed healthier choices about their use of drugs such as

alcohol and tobacco. This is reflected in government guidance on drug education (Drugs: Guidance for schools, DfES, 2004). The SHEP programme has been developed and will be delivered in line with the most up to date evidence based best practice tools, interventions and guidance.

Entrust will be working in 40 schools across Staffordshire every year for 3 years, have established a baseline and will continue to survey the young people over the 3 year period to evidence the impact of the project. There are a number of schools that are already signed up to SHEP and the SCP would like to encourage all schools to participate in and sign up for this scheme. If you are interested in signing up for this scheme please contact either Gill Venables or Jan Mellor from Entrust, contact details are in the appendix.

## 5.4 Prevent

There are a number of resources that are available to your school that would help your staff:

- Attain a better understanding of the Prevent Strategy
- Understand how young people can be influenced or radicalised
- Understand the vulnerability factors which can lead to young people being radicalised.
- Notice when someone may be vulnerable to radicalisation.
- Share concerns about someone showing vulnerabilities.
- Increase their confidence when dealing with issues.

If you feel your school would benefit with some support in respect of Prevent the following contacts may be useful to you:

- Staffordshire Police Prevent Team:  
[prevent@staffordshire.pnn.police.uk](mailto:prevent@staffordshire.pnn.police.uk)
- T: 01785 238239 or 233109
- Staffordshire County Council, Education Safeguarding Advice Service:  
[esas@staffordshire.gov.uk](mailto:esas@staffordshire.gov.uk)
- T: 01785 895836
- Entrust: Chris Sharkey, Snr Specialist Consultant:  
[Christine.sharkey@entrust-ed.co.uk](mailto:Christine.sharkey@entrust-ed.co.uk)
- T: 07896843422
- Staffordshire Safeguarding Children's Board:  
<http://www.staffsscb.org.uk/Professionals/Procedures/Section-Six/Section-6-Further-Guidance-for-Practitioners.aspx>

## 5.5 Child Health and Wellbeing Programme

The Programme will support all children and young people in Staffordshire to be healthy and happy. It will do this by delivering the National Healthy Child Programme (HCP). It gives children, young people and their families' access to information, advice and support on issues such as:

- Physical activity
- Oral health
- Sexual health
- Substance misuse
- Healthy weights
- Smoking
- Injury prevention
- Emotional wellbeing
- Advice on medical conditions

The Programme also provides support and advice to professionals who work with children and young people for example teachers, social workers and community paediatricians.

The Programme team will work collaboratively with other partners delivering the HCP such as health visiting and immunisation teams. Children, young people and families will be provided with a continuum of support to meet need which spans prevention, targeted and more specialist interventions. The programme will be offered to mainstream and special schools in community settings from the 1st September 2015.

## **5.6 Right Stuff Boxing Club**

The Right Stuff Project aims to divert young people away from criminality, anti-social behaviour and substance abuse, including alcohol by raising self-esteem, discipline and positive activities through the sport of Boxing, and involving professional agencies to assist where particular specialist issues have been identified.

Young people will take part in positive activities to encourage good behaviour and self-respect, which will ultimately raise their self-esteem. This project will have a long-term positive impact upon your local community by reducing anti-social behaviour and improving your quality of life.

Under the scheme, members will take part in the national non-contact boxing awards, learn skills and techniques of amateur boxing as well as earning certificates, medals and education credits along the way. Members will also take part in community-based projects, such as clean-ups or litter picks, gardening for the elderly and graffiti removal, in return for regular boxing coaching, club tracksuits and other equipment. Other activities will include: team building sessions, self-confidence building, other fitness activities, alcohol awareness, advice and support from local drug and alcohol services, community-based projects and much more. For more information contact: [rightstuffboxing@hotmail.co.uk](mailto:rightstuffboxing@hotmail.co.uk)

## 5.7 Time to Change

Mental health problems are common - but nearly nine out of ten people who experience them say they face stigma and discrimination as a result. This can be even worse than the symptoms themselves. Time to Change is England's biggest programme to challenge mental health stigma and discrimination. We all have mental health, like we all have physical health. Both change throughout our lives. And, like our bodies, our minds can become unwell. Mental health problems might actually be more common than you think. One in four of us will be affected by mental illness in any year. The effects are as real as a broken arm, even though there isn't a sling or plaster cast to show for it.

### Types of mental health problems

There are a number of different types of mental health problem, and they each have a different impact on the individuals who experience them. Learning more about different mental health problems may help you to support a loved one who's going through a hard time. Spreading knowledge about different mental health problems is also important in combating the stereotypes that often cause stigma and discrimination. Mental health problems can include:

- Anxiety
- Bipolar
- Depression
- Eating disorders
- Obsessive-compulsive disorder
- Personality disorders
- Schizophrenia

This programme is concerned with raising awareness of the issues and trying to challenge the stigma that is associated with some of the problems recognised in the list above.

For further information contact: Kamal Uddin - E: [kuddin@staffordbc.gov.uk](mailto:kuddin@staffordbc.gov.uk)

## 6. Supporting Schools Initiative: Programme of activities (All inputs are designed to be age appropriate)

National Curriculum Framework	Safer Schools Initiative Input	Lead Agency	Learning Outcomes
<b>PSHE Key Stage 1 (5 – 7 yrs; Years 1/2)</b>			
<b>PSHE Core Theme 1: Health and Wellbeing</b>	<b>Personal Safety</b>	<b>Stafford Local Policing Team</b> Contact: PCSO Jenny Ludlow-Smith T: 101 M: 07815967342 E: <a href="mailto:Jennifer.ludlow-smith@staffordshire.pnn.police.uk">Jennifer.ludlow-smith@staffordshire.pnn.police.uk</a>	<ol style="list-style-type: none"> <li>1. How safe are you?</li> <li>2. Strangers and friendships?</li> <li>3. Bullying and danger</li> <li>4. Using the internet basic safety</li> </ol>
	<b>Role of the Police</b>	<b>Stafford Local Policing Team</b> Contact: PCSO Jenny Ludlow-Smith T: 101 M: 07815967342 E: <a href="mailto:Jennifer.ludlow-smith@staffordshire.pnn.police.uk">Jennifer.ludlow-smith@staffordshire.pnn.police.uk</a>	<ol style="list-style-type: none"> <li>1. Students to have a better understanding of anti-social behaviour and crime.</li> <li>2. Who are the Police</li> <li>3. Students to explore understand and appreciate why we have laws and rules.</li> <li>4. Students to understand the consequences of breaking the law and rules for themselves, family and friends.</li> <li>5. Students to know and understand the age of criminal responsibility.</li> <li>6. Students to explore how your behaviour can be interpreted differently by others and the impact this can have.</li> </ol>
	<b>Road Safety (KS1) – Variety of resources available for use at the school:</b> Resources are designed to teach children basic road safety	<b>SCC Highways Education</b> <b>Louise Martin</b> Tel 01785 276614 Mob 07855 336981 E: <a href="mailto:louise.martin@staffordshire.gov.uk">louise.martin@staffordshire.gov.uk</a>	<ol style="list-style-type: none"> <li>1. Teddy Takes a Tumble (Foundation Stage – Nursery &amp; Reception)</li> <li>2. Stop, Look &amp; Listen Box (Reception &amp; possibly Y1)</li> <li>3. People Who Help Us (Reception – Year 2)</li> <li>4. Role Play Equipment (Reception – Year 2)</li> <li>5. First Steps (Year 1/2)</li> <li>6. First Steps Training Walk (Year 1/2)</li> <li>7. Around our School or ToGo &amp; NoGo</li> <li>8. Around our School (Year 1/2)</li> <li>9. ToGo &amp; NoGo (Year 1/2)</li> </ol>

PSHE Key Stage 1 (5 – 7 yrs; Years 1/2)			
National Curriculum Framework	Safer Schools Initiative Input	Lead Agency	Learning Outcomes
<b>PSHE Core Theme 1: Health and Wellbeing</b>	<b>“Know your way out”</b>	<b>Staffordshire Fire and Rescue Service</b> Carmel Warren T: 01785 898524 M: 07528 983143 Stafford Fire Station: 01785 898100 E: <a href="mailto:C.Warren@staffordshirefire.gov.uk">C.Warren@staffordshirefire.gov.uk</a>	Aim: To increase pupil knowledge about taking care in the kitchen and the importance of working smoke alarms, home fire escape plans and how to call the Fire & Rescue Service.  Pupils should know: that we must take care in the kitchen the importance of having a fully working smoke alarm what to do when a smoke alarm sounds what we mean by a home fire escape plan how to call the Fire and Rescue Service
<b>PSHE Core Theme 1: Health and Wellbeing</b>	<b>Time To Change</b>	<b>SBC Kamal Uddin</b> Wellbeing Support Officer – Mental Health Health & Housing Team  Stafford Borough Council Environmental & Housing Services Civic Centre, Riverside Stafford ST16 3AQ  T: 01785 619 392 E: <a href="mailto:kuddin@staffordbc.gov.uk">kuddin@staffordbc.gov.uk</a>	<ol style="list-style-type: none"> <li>1. Improved awareness of mental health and emotional wellbeing</li> <li>2. Gain skills in social and emotional capabilities</li> <li>3. Improve the confidence and ability of all young people and families to tackle stigma and discrimination when they see it or experience it</li> </ol>
<b>PSHE Core Theme 2: Relationships</b>	<b>Anti-bullying</b>	<b>Entrust</b> Deborah Barnes T: 01785 277909 M: 07817 835209 E: <a href="mailto:deborah.barnes@entrust-ed.co.uk">deborah.barnes@entrust-ed.co.uk</a>	<ol style="list-style-type: none"> <li>1. How to resist teasing or bullying</li> <li>2. Understanding that there are different types of bullying and teasing</li> </ol>

## PSHE Key Stage 2 (7 - 11 yrs; Years 3/4/5/6)

National Curriculum Framework	Safer Schools Initiative Input	Lead Agency	Learning Outcomes
<p><b>PSHE Core Theme 1: Health and Wellbeing</b></p>	<p><b>Substance Misuse (Y6)</b>  <b>Feeling Good</b> – The project aims to increase awareness of the issues around alcohol misuse and its impact on physical and mental well-being for both these target groups. The sessions delivered were to compliment and inform the wider school based curriculum being delivered for Key Stage 1 and 2 and provide pupils with the opportunity to develop important skills around how to respond effectively when faced with risky or unwelcome situations involving alcohol. The project will also include planning and delivery of an awareness raising session for parents focussed on alcohol.</p>	<p><b>Entrust</b>                      Gill Venables                      M: 07800 626484                      E: <a href="mailto:gill.venables@entrust-ed.co.uk">gill.venables@entrust-ed.co.uk</a></p>	<ol style="list-style-type: none"> <li>1. Considered and discussed the various choices they make</li> <li>2. Examined and explained their attitudes to risk and safety</li> <li>3. Discussed the issues of safety and risk</li> <li>4. Considered some general thoughts on how children can keep safe</li> <li>5. Discussed practical advice to help in a variety of situations</li> <li>6. Shared their existing knowledge and understanding of alcohol with the teacher and the rest of the group</li> <li>7. Explored passive, assertive and aggressive responses in situations which they might be offered alcohol and practiced effective responses through role play</li> </ol>
<p><b>PSHE Core Theme 1: Health and Wellbeing</b></p>	<p><b>Time To Change</b></p>	<p><b>SBC</b>  <b>Kamal Uddin</b>                      Wellbeing Support Officer – Mental Health                      T: 01785 619 392                      E: <a href="mailto:kuddin@staffordbc.gov.uk">kuddin@staffordbc.gov.uk</a></p>	<ol style="list-style-type: none"> <li>1. Improved awareness of mental health and emotional wellbeing</li> <li>2. Gain skills in social and emotional capabilities</li> <li>3. Improve the confidence and ability of all young people and families to tackle stigma and discrimination when they see it or experience it</li> </ol>
<p><b>PSHE Core Theme 2: Relationships</b></p>	<p><b>Relationships (Y6)</b>                      What constitutes a healthy relationship</p>	<p><b>Staffordshire Women’s Aid</b>                      Charlotte Almond                      T: 01785 782753                      M: 07813 985828                      E: <a href="mailto:charlotte.almond@staffordshirewomensaid.org">charlotte.almond@staffordshirewomensaid.org</a></p>	<ol style="list-style-type: none"> <li>1. Ability to identify different emotions and how to respond to them</li> <li>2. Ability to identify the characteristics of a healthy, respectful relationship</li> <li>3. Ability to identify the characteristics of an unhealthy, abusive relationship</li> <li>4. Ability to seek appropriate help and intervention</li> <li>5. A better understanding of young people’s rights and the responsibilities of agencies and communities</li> </ol>

PSHE Key Stage 2 (7 - 11 yrs; Years 3/4/5/6)			
National Curriculum Framework	Input	Lead Agency	Learning Outcomes
<b>PSHE Core Theme 2: Relationships</b>	<b>Anti-bullying and Hate Crime(Y6)</b> Sophie Lancaster interactive workshop and DVD/Local Case Studies	<b>CACH and Entrust</b> Entrust: Deborah Barnes T: 01785 277909 M: 07817 835209 E: <a href="mailto:deborah.barnes@entrust-ed.co.uk">deborah.barnes@entrust-ed.co.uk</a>  CACH: Anna McLauchlan M: 0797 149 7988 E: <a href="mailto:admin@cachpartnership.org.uk">admin@cachpartnership.org.uk</a>	<ol style="list-style-type: none"> <li>1. Understanding of what a hate crime/incident/bullying is</li> <li>2. The ability to identify a hate crime/hate incident</li> <li>3. Understanding of the impact on the victim</li> <li>4. Understanding of the consequences for the perpetrator</li> <li>5. Knowledge of what to do if they are aware of a hate crime/incident/bullying</li> </ol>
<b>PSHE Core Theme 3: Living in the wider world</b>	<b>Personal Safety</b>	<b>Stafford Local Policing Team</b> Contact: PCSO Jenny Ludlow-Smith T: 101 M: 07815967342 E: <a href="mailto:Jennifer.ludlow-smith@staffordshire.pnn.police.uk">Jennifer.ludlow-smith@staffordshire.pnn.police.uk</a>	<ol style="list-style-type: none"> <li>1. How to stay safe online?</li> <li>2. How to stay safe in ordinary life?</li> <li>3. Risk taking behaviour</li> <li>4. Do you know your friends?</li> </ol>
	<b>Role of the Police</b>	<b>Stafford Local Policing Team</b> Contact: PCSO Jenny Ludlow-Smith T: 101 M: 07815967342 E: <a href="mailto:Jennifer.ludlow-smith@staffordshire.pnn.police.uk">Jennifer.ludlow-smith@staffordshire.pnn.police.uk</a>	<ol style="list-style-type: none"> <li>1. Who are the Police?</li> <li>2. The Criminal Justice System</li> <li>3. Offending and behaviour</li> <li>4. Police criminal record</li> </ol>
	<b>Fire Safety in the Home</b>	<b>Staffordshire Fire and Rescue Service</b> Carmel Warren T: 01785 898524 M: 07528 983143 Stafford Fire Station: 01785 898100 E: <a href="mailto:C.Warren@staffordshirefire.gov.uk">C.Warren@staffordshirefire.gov.uk</a>	<p>Aim: To increase pupil knowledge about the Triangle of Fire, how fire spreads, how to extinguish a fire, the importance of working smoke alarms, home fire escape plans and what to do if trapped by fire.</p> <p>Objectives: Pupils will know:</p> <ul style="list-style-type: none"> <li>• What we mean by the Triangle of Fire</li> <li>• How a fire can spread</li> <li>• How to put out (extinguish) a fire</li> <li>• Where to put smoke alarms and how to keep them working</li> <li>• The importance of home fire escape plans</li> <li>• What to do if trapped by fire</li> </ul>

**PSHE Key Stage 2 (7 - 11 yrs; Years 3/4/5/6)**

National Curriculum Framework	Safer Schools Initiative Input	Lead Agency	Learning Outcomes
<p><b>PSHE Core Theme 3: Living in the wider world</b></p>	<p><b>Consequence of crime and anti-social behaviour</b></p>	<p><b>Stafford Local Policing Team</b>                      Contact: PCSO Jenny Ludlow-Smith                      T: 101 M: 07815967342                      E: <a href="mailto:Jennifer.ludlow-smith@staffordshire.pnn.police.uk">Jennifer.ludlow-smith@staffordshire.pnn.police.uk</a></p> <p><b>Staffordshire Youth Offending</b>                      Tel: 01785 277022                      Fax: 01785 277032                      E-mail: <a href="mailto:staffordshire-yot-west@staffordshire.gov.uk">staffordshire-yot-west@staffordshire.gov.uk</a></p>	<ol style="list-style-type: none"> <li>1. Students to have a better understanding of anti-social behaviour and crime.</li> <li>2. Students to explore understand and appreciate why we have laws and rules.</li> <li>3. Students to understand the consequences of breaking the law and rules for themselves, family and friends.</li> <li>4. Students to know and understand the age of criminal responsibility.</li> <li>5. Students to explore how your behaviour can be interpreted differently by others and the impact this can have.</li> </ol>
	<p><b>Road Safety</b>  <b>Crashed Vehicle Project Y5/6</b>                      Small teams make and crash test cardboard cars. The challenge is to develop ways of making the passenger compartment safer.</p> <p><b>Transition session Y5 (Middle schools) &amp; Y6 (Primary)</b>                      During the session the students will discuss how to cross roads and find safer crossing places. DVD clips and photos of crossing places near to schools and other places, with issues for road safety, are used where possible. Also includes risk taking. What dangerous actions do they do, which may increase their risk of being a casualty?</p>	<p><b>SCC Highways Education</b>  <b>Louise Martin</b>                      Tel 01785 276614                      Mob 07855 336981                      E: <a href="mailto:louise.martin@staffordshire.gov.uk">louise.martin@staffordshire.gov.uk</a></p>	<ol style="list-style-type: none"> <li>1. Understanding of what is safe and how to make their environment safe</li> <li>2. Understanding of how to keep safe outside when crossing roads</li> </ol>
	<p><b>Staying Safe around dogs</b>                      Increased awareness of the signs and signals of dog behaviour.</p>	<p><b>Stafford Local Policing Team</b>                      Contact: PCSO Jenny Ludlow-Smith                      T: 101 M: 07815967342                      E: <a href="mailto:Jennifer.ludlow-smith@staffordshire.pnn.police.uk">Jennifer.ludlow-smith@staffordshire.pnn.police.uk</a></p>	<ol style="list-style-type: none"> <li>1. Knowing what to do in the event of a dangerous situation with a dog.</li> <li>2. Understanding your actions/reactions and how a dog interprets them.</li> <li>3. A better understanding of "What is a dangerous dog"?</li> <li>4. Your dog and your responsibilities. What do I need to know?</li> </ol>

**PSHE Key Stage 2 (7 - 11 yrs; Years 3/4/5/6)**

National Curriculum Framework	Safer Schools Initiative Input	Lead Agency	Learning Outcomes
<p><b>PSHE Core Theme 3: Living in the wider world</b></p>	<p><b>Flames aren't Games</b></p>	<p><b>Staffordshire Fire and Rescue Service</b> Carmel Warren T: 01785 898524 M: 07528 983143 Stafford Fire Station: 01785 898100 E: <a href="mailto:C.Warren@staffordshirefire.gov.uk">C.Warren@staffordshirefire.gov.uk</a></p>	<p>Aim: To increase knowledge of the nuisance factor and danger of starting small fires. And also the dangers of playing with Fireworks Learning Outcomes: Pupils should understand that: Most small fires are nuisance fires These affect them and their community They can make a difference Students will learn how nuisance fires effect the Fire Service and how they stretch our resources.</p>
	<p><b>Operation Good Guy</b></p>	<p><b>Staffordshire Fire and Rescue Service</b> Carmel Warren T: 01785 898524 M: 07528 983143 Stafford Fire Station: 01785 898100 E: <a href="mailto:C.Warren@staffordshirefire.gov.uk">C.Warren@staffordshirefire.gov.uk</a></p>	<p>At the end of the session students will be able to</p> <ul style="list-style-type: none"> <li>• Explain the consequences of not being sensible with fireworks and bonfires</li> <li>• Explain the effect on the Fire &amp; Rescue Service</li> <li>• Give examples of what they can do to help</li> </ul>

**PSHE Key Stage 3 (11 - 14 yrs; Years 7/8/9)**

National Curriculum Framework	Safer Schools Initiative Input	Lead Agency	Learning Outcomes
<p><b>PSHE Core Theme 1: Health and Wellbeing</b></p>	<p><b>Substance Misuse</b>                      Schools will have an opportunity to:</p> <ul style="list-style-type: none"> <li>• Access high quality resources and training</li> <li>• Work with parents and carers</li> <li>• challenge the perceptions around drugs and alcohol</li> <li>• Take part in the school survey which provides an individual school report – this year 8500 young people took part</li> <li>• Access CPD through a range of workshops</li> <li>• Build relationships and share good practice in Districts</li> </ul>	<p><b>Entrust</b>                      Gill Venables                      M: 07800 626484                      E: <a href="mailto:gill.venables@entrust-ed.co.uk">gill.venables@entrust-ed.co.uk</a></p>	<p>Initially this project which began in 2013, focussed on reducing the harm associated with alcohol and young people aged 11 – 16, now in its 3rd year it has expanded to look at all substance including alcohol, tobacco, e-cigarettes, NPS and illegal drugs, works in all Districts in Staffordshire and involves High and Middle Schools and Academies, Colleges, PRUs and Special Schools. Evidence suggests that through implementation of effective prevention and early intervention approaches, drug misuse and alcohol consumption amongst young people can be reduced and therefore help in delivering short and longer-term improvements across a wide range of indicator areas (including education).</p>
	<p><b>Internet Safety</b></p>	<p><b>Stafford Local Policing Team</b>                      Contact: PCSO Jenny Ludlow-Smith                      T: 101 M: 07815967342                      E: <a href="mailto:Jennifer.ludlow-smith@staffordshire.pnn.police.uk">Jennifer.ludlow-smith@staffordshire.pnn.police.uk</a></p>	<ol style="list-style-type: none"> <li>1. Students will understand the meaning of cyber bully.</li> <li>2. Students will learn to recognize different forms of cyber bullying.</li> <li>3. Students will learn different strategies for dealing with a cyber-bully.</li> <li>4. Students will learn the importance of enlisting the help of a trusted adult when cyber bullied.</li> <li>5. Students will understand how to stay safe online.</li> <li>6. Students will explore the dangers of sharing personal information online.</li> </ol>

## PSHE Key Stage 3 (11 - 14 yrs; Years 7/8/9)

National Curriculum Framework	Safer Schools Initiative Input	Lead Agency	Learning Outcomes
<b>PSHE Core Theme 1: Health and Wellbeing</b>	<b>Time To Change</b>	<b>SBC Kamal Uddin</b> Wellbeing Support Officer – Mental Health T: 01785 619 392 E: <a href="mailto:kuddin@staffordbc.gov.uk">kuddin@staffordbc.gov.uk</a>	<ol style="list-style-type: none"> <li>1. Improved awareness of mental health and emotional wellbeing</li> <li>2. Gain skills in social and emotional capabilities</li> <li>3. Improve the confidence and ability of all young people and families to tackle stigma and discrimination when they see it or experience it</li> </ol>
<b>PSHE Core Theme 2: Relationships</b>	<b>Relationships</b> <b>ACTION: Accepting Children’s Thoughts Including Others Needs</b> ACTION is a series of preventative workshops for young people between the ages of 11 -18. The workshops aim to raise awareness and provoke discussion about safe and healthy relationships including awareness of, and risks of exploitation.	<b>Staffordshire Women’s Aid</b> Charlotte Almond T: 01785 782753 M: 07813 985828 E: <a href="mailto:charlotte.almond@staffordshirewomensaid.org">charlotte.almond@staffordshirewomensaid.org</a>	<ol style="list-style-type: none"> <li>1. Ability to identify different emotions and how to respond to them</li> <li>2. Ability to identify the characteristics of a healthy, respectful relationship</li> <li>3. Ability to identify the characteristics of an unhealthy, abusive relationship</li> <li>4. Ability to seek appropriate help and intervention</li> <li>5. A better understanding of young people’s rights and the responsibilities of agencies and communities</li> </ol>

**PSHE Key Stage 3 (11 - 14 yrs; Years 7/8/9)**

National Curriculum Framework	Safer Schools Initiative Input	Lead Agency	Learning Outcomes
<p><b>PSHE Core Theme 2: Relationships</b></p>	<p><b>Hate Crime</b> Local Case Studies/High Profile Cases Harms of Hate Film In their shoes scenario Impact of hate crime</p>	<p><b>CACH</b> CACH: Anna McLauchlan M: 0797 149 7988 E: <a href="mailto:admin@cachpartnership.org.uk">admin@cachpartnership.org.uk</a></p>	<ol style="list-style-type: none"> <li>1. Understanding of what a hate crime/incident/bullying is</li> <li>2. The ability to identify a hate crime/hate incident</li> <li>3. Understanding of the impact on the victim</li> <li>4. Understanding of the consequences for the perpetrator</li> <li>5. Knowledge of what to do if they are aware of a hate crime/incident/bullying</li> </ol>
<p><b>PSHE Core Theme 3: Living in the wider world</b></p>	<p><b>Crime and anti-social behaviour – Consequence and Choice</b></p>	<p><b>Stafford Local Policing Team</b> Contact: PCSO Jenny Ludlow-Smith T: 101 M: 07815967342 E: <a href="mailto:Jennifer.ludlow-smith@staffordshire.pnn.police.uk">Jennifer.ludlow-smith@staffordshire.pnn.police.uk</a></p> <p><b>Staffordshire Youth Offending</b> Tel: 01785 277022 Fax: 01785 277032 E-mail: <a href="mailto:staffordshire-yot-west@staffordshire.gov.uk">staffordshire-yot-west@staffordshire.gov.uk</a></p>	<ol style="list-style-type: none"> <li>1. Students to have a better understanding of anti-social behaviour and crime.</li> <li>2. Students to explore understand and appreciate why we have laws and rules.</li> <li>3. Students to understand the consequences of breaking the law and rules for themselves, family and friends.</li> <li>4. Students to know and understand the age of criminal responsibility.</li> <li>5. Students to explore how your behaviour can be interpreted differently by others and the impact this can have.</li> </ol>
	<p><b>Flames aren't Games</b></p>	<p><b>Staffordshire Fire and Rescue Service</b> Carmel Warren T: 01785 898524 M: 07528 983143 Stafford Fire Station: 01785 898100 E: <a href="mailto:C.Warren@staffordshirefire.gov.uk">C.Warren@staffordshirefire.gov.uk</a></p>	<p>Aim: To increase knowledge of the nuisance factor and danger of starting small fires. And also the dangers of playing with Fireworks</p> <p>Learning Outcomes: Pupils should understand that: Most small fires are nuisance fires These affect them and their community They can make a difference Students will learn how nuisance fires effect the Fire Service and how they stretch our resources.</p>

**PSHE Key Stage 3 (11 - 14 yrs; Years 7/8/9)**

National Curriculum Framework	Safer Schools Initiative Input	Lead Agency	Learning Outcomes
<p><b>PSHE Core Theme 3: Living in the wider world</b></p>	<p><b>Operation Good Guy</b></p>	<p><b>Staffordshire Fire and Rescue Service</b> Carmel Warren T: 01785 898524 M: 07528 983143 Stafford Fire Station: 01785 898100 E: <a href="mailto:C.Warren@staffordshirefire.gov.uk">C.Warren@staffordshirefire.gov.uk</a></p>	<p>At the end of the session students will be able to</p> <p>Explain the consequences of not being sensible with fireworks and bonfires Explain the effect on the Fire &amp; Rescue Service Give examples of what they can do to help</p>
	<p><b>Road Safety Pedestrian and Cycle Safety – Presentation for Y7 including ‘Fatal Four’ presentation</b></p>	<p><b>SCC Highways Education Louise Martin</b> Tel 01785 276614 Mob 07855 336981 E: <a href="mailto:louise.martin@staffordshire.gov.uk">louise.martin@staffordshire.gov.uk</a></p> <p><b>Staffordshire Fire and Rescue Service</b> Carmel Warren T: 01785 898524 M: 07528 983143 Stafford Fire Station: 01785 898100 E: <a href="mailto:C.Warren@staffordshirefire.gov.uk">C.Warren@staffordshirefire.gov.uk</a></p>	<ol style="list-style-type: none"> <li>1. Know the pedestrian and cycling accident statistics relating to their age and sex;</li> <li>2. Recognise actions at and on the roads, which may lead to injury;</li> <li>3. Recognise hazards and have some knowledge of how to deal with them;</li> <li>4. Recognise dangerous actions and distractions, which may cause injury, for example use of mobile phones; wearing no seatbelts, speeding and use of substances;</li> <li>5. Understand how they can change their behaviour to make themselves and their peers safer at the roadside.</li> <li>6. Be able to set personal goals to help keep themselves safe</li> </ol>

PSHE Key Stage 3 (11 - 14 yrs; Years 7/8/9)			
National Curriculum Framework	Safer Schools Initiative Input	Lead Agency	Learning Outcomes
<b>PSHE Core Theme 3: Living in the wider world</b>	<b>Road Safety In Vehicle Safety Y8</b>	<b>Staffordshire County Council Highways Education Louise Martin</b> Tel 01785 276614 Mob 07855 336981 E: <a href="mailto:louise.martin@staffordshire.gov.uk">louise.martin@staffordshire.gov.uk</a>	<ol style="list-style-type: none"> <li>1. Know the risks to their age group of being a road traffic casualty;</li> <li>2. Recognise the potential consequences of not wearing a seatbelt;</li> <li>3. Understand how distractions can affect the driver's ability to drive safely ;</li> <li>4. Recognise their role in keeping all vehicle occupants safe;</li> <li>5. Understand how they can change their behaviour to make themselves and their peers safer in vehicles;</li> <li>6. B able to set personal goals to help keep themselves safe.</li> </ol>
	<b>Gangs and Knife Crime</b>	<b>Stafford Local Policing Team</b> Contact: PCSO Jenny Ludlow-Smith T: 101 M: 07815967342 E: <a href="mailto:Jennifer.ludlow-smith@staffordshire.pnn.police.uk">Jennifer.ludlow-smith@staffordshire.pnn.police.uk</a>  <b>Staffordshire Youth Offending</b> Tel: 01785 277022 Fax: 01785 277032 E-mail: <a href="mailto:staffordshire-yot-west@staffordshire.gov.uk">staffordshire-yot-west@staffordshire.gov.uk</a>	<ol style="list-style-type: none"> <li>1. Understand why young people get involved</li> <li>2. Understand how organised criminals operate</li> <li>3. Spot risks and identify when young people need support</li> <li>4. Help young people at risk to access the support they need</li> </ol>

## PSHE Key Stage 4 (14 - 16 yrs; Years 10/11)

National Curriculum Framework	Safer Schools Initiative Input	Lead Agency	Learning Outcomes
<b>PSHE Core Theme 1: Health and Wellbeing</b>	<b>Substance Misuse</b> <ul style="list-style-type: none"> <li>Initially this project which began in 2013, focussed on reducing the harm associated with alcohol and young people aged 11 – 16,</li> <li>Now in its 3rd year it has expanded to look at all substance including alcohol, tobacco, e-cigarettes, NPS and illegal drugs, works in all Districts in Staffordshire and involves High and Middle Schools and Academies, Colleges, PRUs and Special Schools.</li> </ul>	<b>Entrust</b> Gill Venables M: 07800 626484 E: <a href="mailto:gill.venables@entrust-ed.co.uk">gill.venables@entrust-ed.co.uk</a>	<ol style="list-style-type: none"> <li>Evidence suggests that through implementation of effective prevention and early intervention approaches, drug misuse and alcohol consumption amongst young people can be reduced and therefore help in delivering short and longer-term improvements across a wide range of indicator areas (including education).</li> <li>Schools will have an opportunity to:                             <ul style="list-style-type: none"> <li>Access high quality resources and training</li> <li>Work with parents and carers</li> <li>challenge the perceptions around drugs and alcohol</li> <li>Take part in the school survey which provides an individual school report – this year 8500 young people took part</li> <li>Access CPD through a range of workshops</li> <li>Build relationships and share good practice in Districts</li> </ul> </li> </ol>
	<b>Tattoo Hygiene</b> Leaflet information regarding the Tattoo Hygiene Scheme	<b>Stafford Borough Council</b> <b>Maxine Williams</b> T: 01785 619635 E: <a href="mailto:mwilliams@staffordbc.gov.uk">mwilliams@staffordbc.gov.uk</a>	<ol style="list-style-type: none"> <li>Information will include:                              Illegal tattooing of minors, spread of blood borne diseases, use of non-registered/inspected tattooists and parlours                         </li> </ol>
	<b>Internet Safety</b>	<b>Stafford Local Policing Team</b> Contact: PCSO Jenny Ludlow-Smith T: 101 M: 07815967342 E: <a href="mailto:Jennifer.ludlow-smith@staffordshire.pnn.police.uk">Jennifer.ludlow-smith@staffordshire.pnn.police.uk</a>	<ol style="list-style-type: none"> <li>Students will understand how to stay safe online.</li> <li>Students will explore the dangers of sharing personal information online.</li> <li>Students understand the consequence of sexting</li> </ol>

**PSHE Key Stage 4 (14 - 16 yrs; Years 10/11)**

National Curriculum Framework	Safer Schools Initiative Input	Lead Agency	Learning Outcomes
<p><b>PSHE Core Theme 1: Health and Wellbeing</b></p>	<p><b>Time To Change</b></p>	<p><b>SBC</b>  <b>Kamal Uddin</b>                      Wellbeing Support Officer – Mental Health                      T: 01785 619 392                      E: <a href="mailto:kuddin@staffordbc.gov.uk">kuddin@staffordbc.gov.uk</a></p>	<ol style="list-style-type: none"> <li>1. Improved awareness of mental health and emotional wellbeing</li> <li>2. Gain skills in social and emotional capabilities</li> <li>3. Improve the confidence and ability of all young people and families to tackle stigma and discrimination when they see it or experience it</li> </ol>
<p><b>PSHE Core Theme 1: Health and Wellbeing</b></p>	<p><b>Road Safety Passenger Safety Y10/11 including 'Fatal Four' presentation</b></p>	<p><b>SCC Highways Education</b>  <b>Louise Martin</b>                      Tel 01785 276614                      Mob 07855 336981                      E: <a href="mailto:louise.martin@staffordshire.gov.uk">louise.martin@staffordshire.gov.uk</a></p> <p><b>Staffordshire Fire and Rescue Service</b>                      Carmel Warren                      T: 01785 898524                      M: 07528 983143                      Stafford Fire Station: 01785 898100                      E: <a href="mailto:C.Warren@staffordshirefire.gov.uk">C.Warren@staffordshirefire.gov.uk</a></p>	<ol style="list-style-type: none"> <li>1. Know the risks to their age group of being a road traffic casualty;</li> <li>2. Recognise the potential consequences of not wearing a seatbelt;</li> <li>3. Understand how distractions, alcohol and drugs can affect the driver's ability to drive safely ;</li> <li>4. Understand how speed and inexperience can affect the drivers ability to drive safely;</li> <li>5. Recognise their role in keeping all vehicle occupants safe;</li> <li>6. Understand how they can use positive, not negative peer pressure to make themselves and their peers safer in vehicles</li> </ol>
<p><b>PSHE Core Theme 2: Relationships</b></p>	<p><b>Relationships</b>  <b>ACTION: Accepting Children's Thoughts Including Others Needs</b>                      ACTION is a series of preventative workshops for young people between the ages of 11 -18. The workshops aim to raise awareness and provoke discussion about safe and healthy relationships including awareness of, and risks of exploitation.</p>	<p><b>Staffordshire Women's Aid</b>                      Charlotte Almond                      T: 01785 782753                      M: 07813 985828                      E: <a href="mailto:charlotte.almond@staffordshirewomensaid.org">charlotte.almond@staffordshirewomensaid.org</a></p>	<ol style="list-style-type: none"> <li>1. Ability to identify different emotions and how to respond to them</li> <li>2. Ability to identify the characteristics of a healthy, respectful relationship</li> <li>3. Ability to identify the characteristics of an unhealthy, abusive relationship</li> <li>4. Ability to seek appropriate help and intervention</li> <li>5. A better understanding of young people's rights and the responsibilities of agencies and communities</li> </ol>

**PSHE Key Stage 4 (14 - 16 yrs; Years 10/11)**

National Curriculum Framework	Safer Schools Initiative Input	Lead Agency	Learning Outcomes
<p><b>PSHE Core Theme 2: Relationships</b></p>	<p><b>Hate Crime</b>                      Local Case Studies/High Profile Cases                      Harms of Hate Film                      In their shoes scenario                      Impact of hate crime</p>	<p><b>CACH</b>                      CACH: Anna McLauchlan                      M: 0797 149 7988                      E: <a href="mailto:admin@cachpartnership.org.uk">admin@cachpartnership.org.uk</a></p>	<ol style="list-style-type: none"> <li>1. Understanding of what a hate crime/incident/bullying is</li> <li>2. The ability to identify a hate crime/hate incident</li> <li>3. Understanding of the impact on the victim</li> <li>4. Understanding of the consequences for the perpetrator</li> <li>5. Knowledge of what to do if they are aware of a hate crime/incident/bullying</li> </ol>
<p><b>PSHE Core Theme 3: Living in the wider world</b></p>	<p><b>Cause and consequence of crime and anti-social behaviour</b>  <b>Gangs and Knife Crime</b></p>	<p><b>Stafford Local Policing Team</b>                      Contact: PCSO Jenny Ludlow-Smith                      T: 101 M: 07815967342                      E: <a href="mailto:Jennifer.ludlow-smith@staffordshire.pnn.police.uk">Jennifer.ludlow-smith@staffordshire.pnn.police.uk</a></p> <p><b>Staffordshire Youth Offending</b>                      Tel: 01785 277022                      Fax: 01785 277032                      E-mail: <a href="mailto:staffordshire-yot-west@staffordshire.gov.uk">staffordshire-yot-west@staffordshire.gov.uk</a></p>	<ol style="list-style-type: none"> <li>1. Understand why young people get involved</li> <li>2. Understand how organised criminals operate</li> <li>3. Spot risks and identify when young people need support</li> <li>4. Help young people at risk to access the support they need</li> </ol>
	<p><b>Staffordshire Police Cadet Scheme</b></p>	<p><b>Police Cadets</b>  <b>Stafford Local Policing Team</b>                      Contact: PCSO Jenny Ludlow-Smith                      T: 101 M: 07815967342                      E: <a href="mailto:Jennifer.ludlow-smith@staffordshire.pnn.police.uk">Jennifer.ludlow-smith@staffordshire.pnn.police.uk</a></p>	<ol style="list-style-type: none"> <li>1. Understanding of the Police Cadet Scheme</li> <li>2. How young people can engage with the scheme</li> <li>3. Positive contributions of participating in the scheme</li> </ol>

**PSHE Key Stage 4 (14 - 16 yrs; Years 10/11)**

National Curriculum Framework	Safer Schools Initiative Input	Lead Agency	Learning Outcomes
<p><b>PSHE Core Theme 3: Living in the wider world</b></p>	<p><b>Flames aren't Games</b></p>	<p><b>Staffordshire Fire and Rescue Service</b>                      Carmel Warren                      T: 01785 898524                      M: 07528 983143                      Stafford Fire Station: 01785 898100                      E: <a href="mailto:C.Warren@staffordshirefire.gov.uk">C.Warren@staffordshirefire.gov.uk</a></p>	<p>To increase knowledge of the nuisance factor and danger of starting small fires. And also the dangers of playing with Fireworks:</p> <ul style="list-style-type: none"> <li>- Pupils should understand that:</li> <li>- Most small fires are nuisance fires</li> <li>- These affect them and their community and the Fire Service</li> <li>- They can make a difference</li> </ul>
	<p><b>ASB, The Fire &amp; Rescue Service and Me (links to arson &amp; hoax calls)</b></p>	<p><b>Staffordshire Fire and Rescue Service</b>                      Carmel Warren                      T: 01785 898524                      M: 07528 983143                      Stafford Fire Station: 01785 898100                      E: <a href="mailto:C.Warren@staffordshirefire.gov.uk">C.Warren@staffordshirefire.gov.uk</a></p>	<p>Presentation outlines:                      How is ASB affecting my community?                      How is it affecting the Fire &amp; Rescue Service?</p> <ul style="list-style-type: none"> <li>• What can I do to make a difference?</li> </ul>

## List of Useful Contacts

Name	Job Title	Organisation	Contact Details
Tracy Redpath	Policy, Improvement & Partnership Manager Chair of the Safer Communities Partnership	Stafford Borough Council	<a href="mailto:tredpath@staffordbc.gov.uk">tredpath@staffordbc.gov.uk</a> 01785 619195
Victoria Cooper	Prevent Team Leader	Staffordshire Fire and Rescue Service	<a href="mailto:v.cooper@staffordshirefire.gov.uk">v.cooper@staffordshirefire.gov.uk</a> 01785 898637
Jenny Ludlow-Smith	PCSO	Stafford Borough Local Policing Team	<a href="mailto:jennifer.ludlow-smith@staffordshire.pnn.police.uk">jennifer.ludlow-smith@staffordshire.pnn.police.uk</a> 101 Ext 4072
Charlotte Almond	Partnerships and Development	Staffordshire Women's Aid	<a href="mailto:charlotte.almond@staffordshirewomensaid.org">charlotte.almond@staffordshirewomensaid.org</a> 01785 782753
Deborah Barnes	Senior Teacher Consultant Behaviour, Health and Well Being, Special Educational Needs and Inclusion Services	Entrust	<a href="mailto:deborah.barnes@entrust-ed.co.uk">deborah.barnes@entrust-ed.co.uk</a> 07817835209
Gill Venables	Teacher Consultant Behaviour Health and Wellbeing, Special Educational Needs and Inclusion Services	Entrust	<a href="mailto:gill.venables@entrust-ed.co.uk">gill.venables@entrust-ed.co.uk</a> 07800 626484
Anna McLauchlan	CACH Co-ordinator	Communities Against Crimes of Hate	<a href="mailto:admin@cachpartnership.org.uk">admin@cachpartnership.org.uk</a> 0797 149 7988
Maxine Williams	Environmental Health Officer	Stafford Borough Council	<a href="mailto:mwilliams@staffordbc.gov.uk">mwilliams@staffordbc.gov.uk</a> 01785 619635
Zoe Baker	Partnership Co-ordinator ASB (Job share)	Stafford Borough Council	<a href="mailto:zbaker@staffordbc.gov.uk">zbaker@staffordbc.gov.uk</a> 01785 619309
Amanda Knight	Partnership Co-ordinator ASB (Job share)	Stafford Borough Council	<a href="mailto:aknight@staffordbc.gov.uk">aknight@staffordbc.gov.uk</a> 01785 619307
Louise Martin	Road Safety Education Officer	Highways Education	<a href="mailto:louise.martin@staffordshire.gov.uk">louise.martin@staffordshire.gov.uk</a> 01785 276614
Liz Giles		T3	<a href="mailto:Liz.Giles@cri.org.uk">Liz.Giles@cri.org.uk</a>
Fiona Chapman		Trading Standards	<a href="mailto:fiona.chapman@staffordshire.gov.uk">fiona.chapman@staffordshire.gov.uk</a>
Kamal Uddin	Wellbeing Support Officer – Mental Health	Stafford Borough Council	<a href="mailto:Kuddin@staffordshire.gov.uk">Kuddin@staffordshire.gov.uk</a>
Paul Maloney	SHARP System Contact	Tropica Web Design	07814524637

## Information about the Stafford Borough Safer Communities Partnership

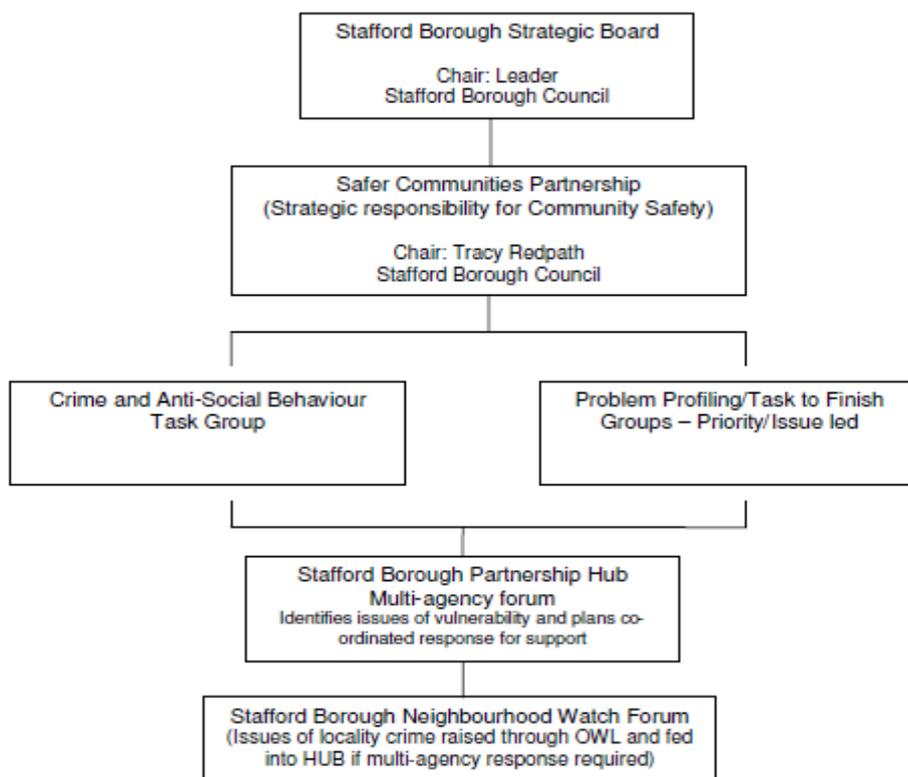
Safer Communities Partnerships are an important feature of the network of partnerships that help to tackle crime and disorder. The Police Reform and Social Responsibility Act 2011 has created a flexible framework for partnership working. This includes two inter-related duties to co-operate which set out a clear aim for partnership working across partners involved in community safety and criminal justice. The community safety duty specifies that a Police Crime Commissioner and the responsible authorities on a SCP must co-operate and take account of one another's priorities. There are five 'responsible authorities' that must work together by law to reduce crime in the local authority area and these are:

- Local Authority
- Police
- Fire and Rescue
- Probation
- Clinical Commissioning Groups

These responsible authorities are under a statutory obligation to work together to:

- Reduce reoffending
- Tackle crime and disorder;
- Tackle anti-social behaviour;
- Tackle alcohol and substance misuse;
- Tackle any other behaviour which has a negative effect on the local environment.

**Stafford Borough Safer Communities Partnership Structure 2015**



## References:

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2. *Hancock, L., & Wingert, P. (, 1997). The new preschool. [Special Issue Spring-Summer] Newsweek, 129, 36-37*
3. *Hirsch D 2013: An estimate of the cost of child poverty in 2013, Centre for Research in Social Policy, Loughborough University*
4. *Hobcraft J (1998): Circumstances of young adults: Results from the generations and gender programme, Chapter 4, pp. 84 – 104 in How generation and gender shape demographic change towards policies based on better knowledge*
5. *Hobcraft, J and Kiernan, K (2001) Childhood poverty, early motherhood and adult social exclusion. British Journal of Sociology, 52 (3). pp. 495-517. ISSN 0007-1315*
6. *Hospital In-patient Data Extract, Healthcare Commissioning Services (HCS) 2013-14*
7. *Jepp A 2010: Big Society Basics, Article in Public Finance October 22–November 4 2010*
8. *Joseph Rowntree Foundation 2008: Estimating the costs of child poverty*
9. *Levitas et al (2007): the multi-dimensional analysis of social exclusion, Department of Sociology and School for Social Policy, Townsend Centre for the International Study of Poverty and Bristol Institute for Public Affairs, University of Bristol*
10. *Mensah, F.K. and Hobcraft, J. (2008) Childhood deprivation, health and development: associations with adult health in the 1958 and 1970 British prospective birth cohort studies. J. Epidem. Commty Hlth, 62, 599–606.*
11. *Norman et al (2012): The Long-Term Health Consequences of Child Physical Abuse, Emotional Abuse, and Neglect: A Systematic Review and Meta-Analysis, PLoS Med 9(11): e1001349. doi:10.1371/journal.pmed.1001349*
12. *Revisions made to the multipliers and unit costs of crime used in the Integrated Offender Management Value for Money Toolkit September 2011*
13. *Sigle-Rushton et al 2005: Parental Divorce and Subsequent Disadvantage: A Cross-Cohort Comparison, Source: Demography, Vol. 42, No. 3 (Aug., 2005), pp. 427-446*
14. *Stafford Borough Community Safety Strategic Assessment, 2015*
15. *Stafford Borough Enhanced Joint Strategic Needs Assessment, 2014*
16. *The Police Foundation Briefing, Series 1, Edition 9, February 2010*
17. *Unprotected Nation, The Financial and Economic Impacts of Restricted Contraceptive and Sexual Health Services, January 2013*
18. *Webster C and Kingston S 2014: Anti-Poverty Strategies for the UK, Poverty and Crime Review, Centre for Applied Social Research (CeASR)Leeds Metropolitan University,*

## Websites:

1. *Staffordshire Observatory:*  
<http://www.staffordshireobservatory.org.uk/publications/healthandwellbeing/childrenandyoungpeople/>
2. *PSHE Association:* <https://www.pshe-association.org.uk/>

*The Stafford Borough Safer Communities Partnership is facilitated by Stafford Borough Council and consists of a number of organisations such as Staffordshire Police and Fire and Rescue Service; Stafford and Rural Homes; HMP Prison Service; Probation Trust and Community Rehabilitation Company; VAST and Support Staffordshire*

*The SCP has worked with the following organisations in the development of the Stafford Borough Safer Schools Initiative*

