

Guidance Notes



May 2021

Introduction

Pol-Ed is a West Yorkshire Police education programme, written by teachers for teachers in schools across West Yorkshire. Its purpose is to keep children safe by developing their understanding of risks, consequences and the law and to develop their resilience and ability to help and support each other.

Resources within Pol-Ed include lesson plans and schemes of work, although lessons can be used to suit your school's needs. They can be adapted for use in response to situations or for different year groups.

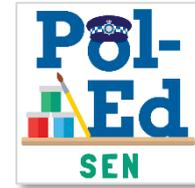
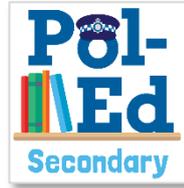
The programme links directly to the PSHE scheme of work, covering learning objectives across each of the three core themes; health and wellbeing, relationships and living in the wider world.

Pol-Ed aims to support teachers in developing the knowledge, skills and attitudes in their children which they need in order to make positive choices in potentially challenging or dangerous situations. It encourages them to become active thinkers and supportive bystanders to their friends within school, and the wider community.

All children are potentially at risk and all children deserve to know how to protect themselves, to understand the benefits of supporting each other and to know how to get help if they need to.

Schools have a key role to play in imparting this information and, through Pol-Ed, West Yorkshire Police aims to support schools in getting key safety messages across to children in an age appropriate manner and which builds their resilience and confidence to be successful and protected from harm in today's society.

Pol-Ed - Our Story



Pol-Ed started as an idea by a police officer in 2019 and has been developed by a small team of 3 teachers within West Yorkshire Police. It now comprises a programme of over 160 lessons, spanning primary, secondary, post 16 and SEN/D. It has been piloted in 30 schools across the county over the academic year 2020-21.

To evaluate Pol-Ed, we asked teachers for feedback on

- Ease of use
- Relevance to school curriculum planning
- Appeal and engagement factor for the children

The feedback we got in relation to the above points was incredibly positive, with the additional benefit of some safeguarding issues being brought to light and teachers learning more about the types of potential risky activities their students were engaging in and opening up discussions around this.

We have partnered with Sheffield Hallam University who are conducting a long term (10 year) research evaluation on Pol-Ed.



Pol-Ed is the first police programme of its kind, (a complete Year 1-13 programme), and the research is similarly groundbreaking and, therefore, likely to become a published paper.

We are looking for new schools to be involved in this research over the coming years, to chart attitudinal change and learning in response to the lessons.

If your school can offer commitment to this, it would be a great opportunity to highlight your school's participation in this innovative programme. All schools which take part will be named and thanked.

Please contact the [Pol.Ed mailbox](#) to express your interest and a member of the team will get back to you.

Pol-Ed is in the process of being uploaded to the, '[Leeds School Wellbeing](#)' site, with all schools and teachers being able to access the resources from August 2021.

There are no cost implications at all. Pol-Ed is completely free.

Consistent Themes

Consistent themes, discussion styles and skill sets are developed throughout Pol-Ed. The consistent messaging helps children embed the advice which is being delivered and the format of discussion platforms helps children remember the rules for discussion and the skills to be used when debating and sharing ideas. These need to be shared with children, and understood, prior to any lessons taking place.

Blue Safety Dot



The blue safety dot is a reminder to children that whatever they are doing, wherever they are, their primary concern is for their own safety.

Blue - The colour linked to policing



- Circle/dot, is an easy shape for our very youngest children to remember



- It can be linked with a visual reminder of a fingertip/fingerprint



- The link to fingerprints might be helpful for some children and again links to the policing theme

The blue safety dot starts to give children the idea that they have a responsibility for their own well-being and safety, and this is paramount in all situations. It also encourages them to think first, before taking an action, and to consider possible consequences.

The blue safety dot can be a dot on the back of the hand, or fingertip, in felt tip pen, a blue badge for them to wear, a blue sticker or post it stuck on them, or simply the large class blue safety dot on display.

When introducing the blue safety dot explain

- This blue safety dot is to remind you that you are important
- At all times, even if you are trying to help others, you must only do things that are safe to do and that won't put you in any danger
- Even when you are not wearing the blue safety dot, remember, it's always there.

Think – blue safety dot - is this safe?

As different scenarios are encountered during lessons, talk through the safety options each time and remind children to ask themselves – is this safe?

Ground Rules for Classroom Discussion

Discussion is used often throughout Pol-Ed, and is signified by the, 'Talking Partners' image (primary) or 'Talking Partners' and 'Think, Pair, Share,' image (secondary). The format for discussion can, however, be adapted to what the class teacher feels most comfortable with and could include whole class discussion which is either teacher or child led, small group discussion, or a paired activity with whole class feedback.

Before any discussion takes place in the classroom, ground rules need to be established.



These can be developed by the children, but should include

- Respect each other's opinions, even if you don't agree
- Respect privacy – what is said in the room isn't shared with others
- Be a good listener, in the way that you would like to be listened to
- Join in with your view – everyone's contribution is important
- Be empathetic – show kindness if someone has shared a personal or difficult experience

As the director of the discussion, the teacher (or child, once the teacher has modelled being the lead in a discussion) should also have rules to follow

- Remember the blue dot – your safety always comes first
- Takes views from a mix of children, both sides of the argument
- Allow time to speak and think. A few seconds of silence is ok.
- Clarify, rephrase or repeat what has been said to check understanding
- Ask questions – (What if... How do you know...?) to encourage children to get into the habit of being mindful of consequences
- Reinforce good ideas or positive actions by saying, put your hand up if you agree, so children can see that they are part of the majority
- Put new ideas in the toolkit or reference similar techniques to reinforce learning
- Be aware that some topics might have sensitive or emotional content, or might have affected them on a personal level

As part of every lesson objective, we give the reminder



Always remember our class ground rules for Pol-Ed

Making Choices – Agree, Disagree, Not Sure

Always start this activity by reminding children of the rules for discussion.

Children are given a statement, which has three possible responses

- Agree
- Disagree
- Not Sure

Okay, Not Okay, Not Sure are sometimes a more appropriate response and resource cards are included for both.

Stick the words on opposite walls, with 'not sure' in the middle. Ask the children to physically move to stand by the statement which they feel is the best response, or the one which they would do. This encourages them to stay actively involved in the session (they have to decide on where to stand), and to be prepared to explain their response. They can also see that most children will make positive choices given the chance, and to build up a support system for making such choices and supporting friends who make positive choices.

For example,

One of your friends hasn't arrived at the park as arranged. You and your friends should carry on playing at the park and do nothing.

Agree

Not Sure

Disagree

It can be hard for children to hold all this information in their minds, to decide whether they agree or not *and* consider their explanation, but it does get easier with practice.

Repeat the statement and give a pause for them to think. Encourage children to make up their own mind and not follow the crowd. Ask children to explain their decision and encourage thoughts around this and other possible choices. Responses then go towards building a toolkit of actions for real life situations.

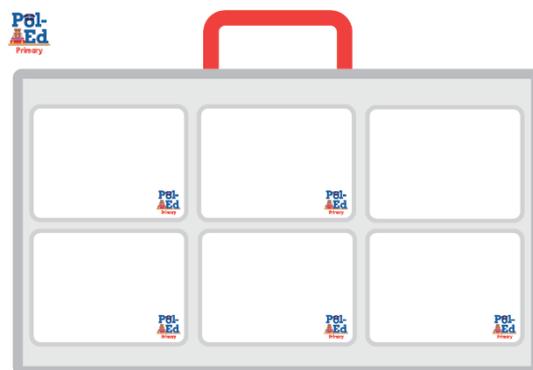
Model how to praise a difficult choice and encourage children to give similar praise to each other. This then starts to become integral to their everyday peer to peer conversations.

The Primary Toolkit

Children can create their own individual toolkits, (stick the image on the front of an A4 wallet) or a large wall display could be created for regular referencing. The aim of the toolkit is to build a stock of positive actions that children take to keep safe, prevent crime or get help. As children discuss with their talking partners and take part in Pol-Ed lessons, other skills will also emerge around supporting each other and taking care of their own wellbeing. These skills can also be recorded in the toolkit.

The Toolkit can record ideas for

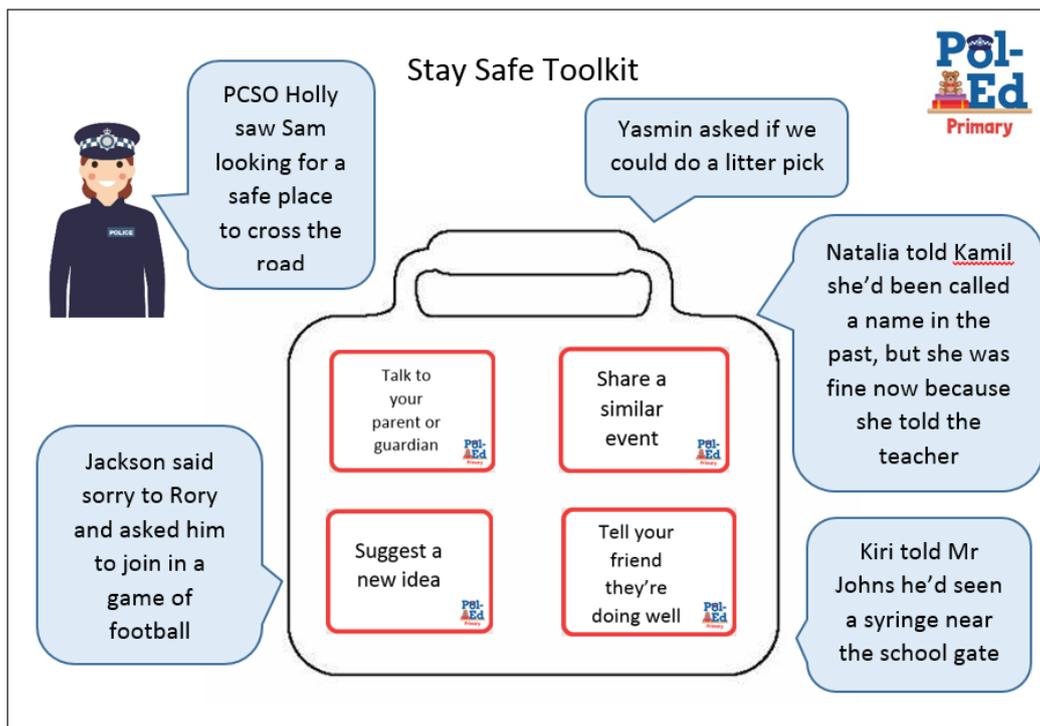
- Keeping safe
- Supporting each other
- Taking care of self
- Ways to report or get help



Using the same scenario, possible toolkit ideas could be

One of your friends hasn't arrived at the park as arranged. You and your friends should carry on playing at the park and do nothing.

- Contact your friend to check everything is ok and remind them of the arrangement
- Tell your friend they are still welcome even if they are late and encourage another friend to do the same
- Talk with other friends about how you can be supportive if there seems to be a problem
- If you are worried about your friend tell a trusted adult
- Ask your friend if everything is ok next time you see them



As Pol-Ed lessons are delivered, children will naturally begin to do positive actions, get help and offer support. Encourage them to share their stories to add as evidence around the wall display toolkit. Adults could also be made aware of the display and could share evidence of children doing positive things.

Include as many different adults as you can!

- Parents, carers and guardians
- Teachers
- Other school staff (caretaker, governors, dinner staff)
- After school club organisers
- PCSO
- Shopkeepers locally
- Afterschool club and out of school activity leaders (Brownies, Scouts etc)

The display builds a visual evidence base for positive changes in behaviour, and as the children see others taking positive actions and being represented on the 'Toolkit Board', it encourages a ripple effect whereby others want to be part of this healthy majority also.

Support



Each lesson ends with a support slide which enables teachers to remind children where they can go to for help and provides an opportunity to remind them who they can talk to within school if they have any concerns.

Resources - Contact Us

How to get Pol-Ed!

Go to the [Leeds Schools Wellbeing](https://www.leeds.gov.uk/schoolwellbeing) website.

Lessons will be uploaded by Term, starting in June with Term 1. The full programme will be live on the website in August 2021. Don't worry if you don't see the Pol-Ed logo yet. It's arriving in the next few weeks, ready for you to click and sign in!

You do not have to pay and any school in West Yorkshire can have access to the lessons.



Any questions relating to Pol-Ed can be directed to this mailbox.

 Pol.Ed@westyorkshire@police.uk

Please do NOT use this email address to report a crime.

Useful Links

Supporting Pol-Ed

These links have been chosen to support your Pol-Ed lesson delivery by providing further background reading and information on policing topics.

[Ask the Police](#)

An official police resource that provides questions and answers to a wide variety of the general public's most frequently asked policing questions. You can email a specific question directly which will be answered within 48 working hours by their legal team, and there is an option to rate each answer.
<https://www.askthe.police.uk/content/@1.htm>



[West Yorkshire Police Website](#)

Information about policing issues locally, posters, information leaflets and a 'My Neighbourhood' section where you can find out more about the policing and crime issues in your specific area of West Yorkshire.

<https://www.westyorkshire.police.uk/>



Supporting School and Police Collaboration

[West Yorkshire Police - Partnership Intelligence Portal \(PIP\)](#)

The Partnership Intelligence Portal is a web based system which gives partners, including schools, direct access to submit intelligence to the heart of West Yorkshire Police's Intelligence function.

We are targeting information about serious and organised crime which brings significant harm to our communities.

A PowerPoint presentation for staff training on PIP can be requested from the Pol.Ed mailbox.

Request access to PIP using the link below

<https://www.westyorkshire.police.uk/form/intelligence-portal-request-form>

