PILOT TRIAL PROTOCOL

Police in Corridors

Randomised Trial - Pilot

King's College London and Cardiff University

Principal investigator: Michael Sanders

YOUTH ENDOWMENT FUND

Pilot trial protocol: Police in Corridors

Evaluating institution: King's College London and Cardiff University

Principal investigator(s): Michael Sanders

Project title	***Police in Corridors Randomised Trial - Pilot***
Developer (Institution)	*NPCC and various police forces*
Evaluator (Institution)	*King's College London and Cardiff University*
Principal investigator(s)	*Michael Sanders*
Evaluation plan author(s)	*Michael Sanders, David Westlake, Julia Ellingwood, Kate Bancroft, Verity Bennett*
Evaluation setting	Mainstream secondary schools in England and Wales
Target group	*Young people of secondary school age (ages 11-16) in mainstream schools*
Number of participants	*10 schools, approximately 10,000 young people*

Protocol version history

Version	Date	Reason for revision
1.1	19 January 2024	See amendment schedule table below.

1.0 [*original*]	7 July 2023	*N/A [original]*

Any changes to the design need to be discussed with the YEF Evaluation Manager (EM) and the developer team prior to any change(s) being finalised. Describe in the table above any agreed changes made to the evaluation design, research questions and approach, and the rational for these.

Anticipated amendment schedule

Date (approximate)	Date completed	Amendment description
1 Dec 2023	19 January 2024	King's College and Cardiff University Ethics Committee Reference IDs (See ethics and registration)
15 Dec 2023	19 January 2024	Incorporate feedback from Equalities Impact Assessment (See Equalities Impact Assessment and A4 in the appendix)
N/A	19 January 2024	Changed legal basis from legitimate interest to public task (See Data protection)
N/A	19 January 2024	Removed Self-Reported Delinquency Scale (SRDS) as a piloted survey instrument based on feedback from KCL Ethics Committee on concerns about criminal disclosure from children
15 February 2024		Finalised secondary outcomes and measures. Add analytical approach for subgroup analysis (ethnic minority background, adverse past experiences with police)

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Study rationale and background

Schools are critical not just for young people's learning, but also for their emotional, social, and cultural development. As such, schools play numerous roles that extend beyond simply instruction and learning, including ensuring the safety and wellbeing of young people. For example, Designated Safeguarding Leads (DSLs) are responsible for safeguarding; schools play a role in multi-agency arrangements around young people (YP) in care; and the Prevent duty makes schools responsible for detecting the early signs of radical extremism. There is also a growing expectation that schools contribute to preventing youth violence.

On the one hand, schools are well suited to these roles as they likely interact with YP more often than other professionals: they are potentially able to detect early signs, seeing changes in behaviour or friendship groups, that could presage a worrying change. On the other, schools were not designed, and teachers not trained, to fulfil these roles. In safeguarding, recent randomised controlled trials (RCTs) investigated the effects of providing additional clinical supervision to school DSLs,[1] and of Social Workers in Schools (SWIS).[2] It is therefore perhaps unsurprising that in parallel, police officers have been placed in schools.

The roles that police in schools (POLiS) play in schools vary across contexts. Early interviews with local forces conducted during the co-design phase[3] of this study reveal a diversity of activities that comprise a typical schools officer workday: attending school staff meetings, conducting return-to-school interviews for recently excluded pupils, patrolling during break times and after school, addressing assemblies on various topics, and taking crime reports from members of the school community, among others. The overarching goals of POLiS primarily focus on promoting student safety through a range of mechanisms, from building trust and confidence in police, reducing risk taking behaviour through instruction, encouraging help seeking, ensuring pupil safety and wellbeing, and deterring youth violence through visibility

[1] Stokes, L., Dorsett, R., … & Xu, Lei. (2021). Supervision of designated safeguarding leads in primary schools in Bolton. What Works for Children's Social Care. Available at: https://whatworks-csc.org.uk/wpcontent/uploads/WWCSC_DSL-Supervision-Evaluation_February_2021_A.pdf

[2] Westlake, D., Pallmann, P., ... & White, J. (2022). The SWIS trial: Protocol of a pragmatic cluster randomised controlled trial of school based social work. Plos one, 17(6), A

[3] As of 23 June 2023, we have conducted interviews with five different groups associated with local police forces: Avon and Somerset, Metropolitan Police (London), Kent, West Mercia, and Wales Police in Schools Programme (WPSP).

Placement of POLiS can roughly be divided into two main types, with distinct approaches and intermediate outcomes. The first, referred to here as Police in Corridors (PiCo), seeks to embed police (tovarying degrees) into the daily activities of a school. PiCo work activities can include attending staff meetings, conducting patrols and weapons and drugs sweeps, conducting educational conversations with offending students, leading assemblies on topics related to the law, and engaging in informal interactions with students (e.g. by sitting in the lunchroom). This approach aims to increase police visibility, facilitate earlier detection of warning signs, and allow decisive early action to prevent harm.

The second, referred to here as Police in Classrooms (PiCl), aims to provide age-appropriate classroom instruction on a variety of topics, from drugs and alcohol to knife crime to online safety, among others. Further, PiCl aims to demystify the police, and in so doing make police in general more approachable by YP who may be at risk or need help. While PiCl officer may also play PiCo roles, this is not always the case, and PiCl work may be done by an officer that does not necessarily have a regular presence within a particular school.

Naturally the implementation of POLiS can be quite varied in practice, reflecting differences in school leadership, student needs, and the approach of the individual officer. But in both cases—PiCl and PiCo—the underlying logic is that POLiS can reduce harm to YP through a combination of instruction, deterrence, and relationship-building. This approach is not without its risks, including the potential for net-widening (increasing likelihood that young people will enter the criminal justice system) and labelling (stigmatisation of schools and/or young people due to the presence of police.[4] Negative impacts of POLiS on minority groups in particular have been documented in North America, including "lasting physical and psychological harms that were distinctly linked to Indigeneity, race, class, gender, and ability."[5] In the US, schools with police have been found to report more non-serious crime[6]

[4] Gaffney, H, Farrington, D. and White, H. (2021). Police in Schools Technical Report. Youth Endowment Fund. Available at: https://youthendowmentfund.org.uk/wp-content/uploads/2021/06/Police-in-Schools-technical-report.pdf

[5] Tanner, C. (2021). Policy and Practice Review of Police Involvement in Schools. Ottawa-Carleton District School Board, Office of the Human Rights and Equity Advisor. Available at: https://cdn5-ss13.sharpschool.com/UserFiles/Servers/Server_55394/File/News/OCDSB%20News/2021/June/HREA%20%20Police%20Involvement.%20Review%20Report%20-%20June%202021.pdf.

[6] Na, C., & Gottfredson, D. C. (2013). Police officers in schools: Effects on school crime and the processing of offending behaviors. Justice Quarterly, 30(4), 619-650.

and police presence has been found to be correlated with higher exclusion rates.[7] Longer-lasting consequences stemming from early contact with the justice system can include difficulties completing school, entering the labour market, and securing safe and stable housing, which in turn can contribute to offending later.

In light of these potential risks and adverse outcomes and given the range of desired outcomes that POLiS is looking to achieve, we will undertake a two-stage, mixed method study design, starting with a feasibility/pilot trial (stage 1). Should the pilot prove to be feasible (i.e. meeting success criteria as covered later), we would then recommend a comprehensive efficacy trial (stage 2). This protocol focuses on the feasibility and pilot trial of the evaluation (while pointing to elements of the efficacy trial as needed for context), with the plan that another study protocol will be issued for the efficacy trial, should we proceed with it.

Police in Classrooms vs Police in Corridors: The case for evaluating them separately

Given what is already known about the diversity of activities that comprise POLiS work, we plan to consider Police in Corridors (PiCo) and Police in Classrooms (PiCl) as distinct interventions to be evaluated separately. We have made this decision for a number of reasons;

First, work during the codesign phase, which brought together representatives from PSHE, NPCC, YEF, and the evaluation team together, brought to light that the two interventions (PiCo and PiCl) as currently specified differ partially in their theorised intermediate outcomes and mechanisms , and in some cases the mechanisms can work in a contradictory fashion (e.g. deterrence and trust in police, see logic model in Appendix: A1).

Second, there are several police forces that we have met with who deliver, or could deliver, a curriculum-based police in classrooms intervention, but who have made the strategic decision not to place police in corridors – this means that the potential sample frames for these are separable.

Third, there is a distinction to be made between 'everyday practice' or business as usual (BAU) of police in classrooms, and a structured curriculum-based approach for police in classrooms.

[7] Fisher, B., & Hennessy, E. (2016). School resource officers and exclusionary discipline in US high schools: A systematic review and meta-analysis. Adolescent Research Review, 1, 217-233

BAU of PiCl is varied and can look quite different across forces and schools. It can describe anything from incidental involvement in classrooms that might occur alongside PiCo, to bespoke assemblies, or the delivery of instructional material that is not necessarily part of a structured curriculum and is quite ad hoc in terms of topic, content, and delivery. A structured curriculum-based approach for police in classrooms would involve the delivery of pre-defined core content that police officers have received training in to deliver. By evaluating PiCo and PiCl separately, we will better be able to understand the impact of these distinct approaches. In our evaluation of PiCo we will seek to capture and understand the impact of police presence in schools (including any incidental classroom instruction or activity that may occur alongside the wider activities of PiCo). In the evaluation of PiCl we will be testing a curriculum-based approach to classroom instruction - specifically one designed by the PSHE Association.

As a result of these factors, we believe that is logistically simpler, as well as scientifically more robust, to conduct the two studies separately. Importantly, this means that we trade off the use of statistical power to test an interaction effect against having two control groups. Given the difficulty of identifying interaction effects, and the potential for the interventions if deployed in the same place to 'push against each other', it is our belief in approaching these two internal pilot trials separately maximises the learning from the studies.

This protocol describes the pilot trial for Police in Corridors.

A short summary of methods, outcomes, and measurement

This section offers a short overview of the trial set-up (including our mixed methods approach), as well as the outcomes and measures we are using. For more details, please refer to the Methods section later in the protocol.

Scoping, internal pilot, and implementation and process evaluation

In sum, this pilot study can be understood to have three main parts: (1) scoping, mapping, and in-depth work, (2) an internal pilot trial, and (3) a pilot Implementation and Process Evaluation (IPE). This mixed method design is iterative and rooted in theory-based approaches to evaluation, drawing particularly on the scholarship of Pawson & Tilley[8] and Flyvberg,[9] and

[8] Pawson, R., & Tilley, N. (1997). An introduction to scientific realist evaluation. Evaluation for the 21st century: A handbook, 1997, 405-18

[9] Flyvbjerg, B. (2001). Making social science matter: Why social inquiry fails and how it can succeed again. Cambridge University Press.

innovations from Bonell and colleagues,[10] among others. First, we will undertake activities aimed at scoping practice, which will include engaging with schools and police forces, as well conducting a policy and document review, in order to ground ourselves in current practice of police in schools. Alongside the scoping activity, a mapping exercise--in the form of a survey sent out to all 43 police forces in England and Wales--will capture a wider net of police practices in schools. These investigatory steps are essential, as the large-scale delivery of place-based interventions[11] is often highly variable,[10] and there is evidence of variation in police in schools across several dimensions.[11] [12] By understanding this variation, we will develop a regional picture of practice and a sense of the optimal impact evaluation strategy.

The scoping and mapping practice will eventually inform the design and planning of the larger efficacy trial (should that proceed), including the associated cost evaluation. Concurrently with the scoping and mapping practice, we will run an internal pilot trial with 10 schools, as well as an Implementation and Process Evaluation (IPE). The Methods section will cover these in detail, but the goals of the pilot trial is less to show impact, but rather to assess feasibility of the larger efficacy trial.

Together, the mix of qualitative (scoping and mapping, IPE) and quantitative methods will serve to inform whether we recommend proceeding with an efficacy trial in 2024-2025.

Outcomes and Measurement

The primary outcome measure of both the PiCl and PiCo studies will be offending behaviour, captured through existing local force data records (e.g. 101 calls, cautions, Outcome 22, arrests, etc) Information gathered during the aforementioned interviews with police forces indicate that relevant data on informal disposals and crimes involving YP should be available and accessible through the local force records. Informal disposals will be an important measure to capture for our study, since they are often used strategically to avoid criminalising YP, which would result should a YP be taken to court. Thus, they can capture a larger picture of youth offending (importantly: as perceived by police) than if we limited our data collection to the more serious offences which make it into the Police National Computer (PNC).

[10] Bonell, C., Jamal, F., Melendez-Torres, G. J., & Cummins, S. (2015). 'Dark logic': theorising the harmful consequences of public health interventions. J Epidemiol Community Health, 69(1), 95-98.

[11] An intervention where the nature of implementation and delivery is strongly dictated according to the specific location (place) in which it takes place.

While relying on local police force records does mean introducing a degree of idiosyncrasy to data accessibility, collection and cleaning, we are reasonably confident we can overcome the challenges, based on conversations with local forces. To give an example, it is Met Police policy that all officers taking a crime report involving a young person (ages 5-17) must also record the school enrolment of the YP in question. This is irrespective of the criminal justice outcome and whether that young person ends up appearing in court (the limiting factor for the PNC). That said, access to these data on an individualised level would likely be prohibitively challenging; therefore, we plan to access data on an aggregate level, using age and (if necessary, in cases where school name data are missing) geographical markers in order to tie incidents to secondary schools in our sample. We are already working to identify the appropriate partners at the Met and other police forces to develop a safe and viable data collection strategy.

Update: 19 January 2024

To strengthen our measurement strategy, we plan to corroborate police data with self-reported surveys of students. We plan to test using the Strengths and Difficulties Questionnaire (SDQ), which captures more intermediate risk factors that can contribute to offending behaviours (including internalising and externalising behaviours, pro-social behaviours, emotional challenges, etc). Specific secondary outcome measures such as trust and confidence in police, feelings of safety, truancy, and exclusions will be identified and as part the in-depth work with local forces and added to this protocol as an amendment after the scoping stage and before the pilot stage (see anticipated amendment schedule at the top of this protocol).

Intervention - Police in Corridors withholding treatment

Our primary outcome for evaluation is offending behaviour. PiCo are theorised to reduce youth offending and victimization through a small number of intermediate outcomes: trust and confidence in police, disclosure/help seeking, early intervention, crime prevention, and deterrence.

As discussed, there is much variation in how PiCo function, within and between schools. PiCo roles can be quite expansive, performing a diversity of activities that can differ day-to-day and across the school year. These activities can include patrols before and/or after school in the school vicinity and local community, attending school staff meetings, leading educational/redirectional conversations one-on-one with students after an offence, sharing intelligence (e.g. with school SLTS, community officers), and acting as a resource for

students and staff. PiCo activities can also include educational inputs such as assemblies on various topics relating to the law.

There is further variation in how PiCo function across schools, due to differing levels of embeddedness in school organisation and culture as well as resource constraints (many officers split their time across multiple schools). Thus, defining the PiCo intervention in strict terms at this stage is a challenge, which makes identifying specific mechanisms of change correspondingly challenging. With that caveat in mind, we have identified theorised mechanisms underpinning our four intermediate outcomes (please see the logic model in the Appendix: A1 included below for further detail):

- Trust and confidence: Students seeing PiCo as members of the school community, they have confidence in PiCo expertise and ability to help, and students learn to trust police as they accumulate positive experiences with PiCo over time.
- Increased disclosure and help-seeking: Positive informal interactions with students and signposting. Reporting of crime and safeguarding issues.
- Early intervention: Schools with processes (formal or informal) for sharing information between staff and PiCo, PiCo spend significant hours onsite. Resolution of low level issues within school environment. Early intervention is a distinct intermediate outcome of the PiCo that is not currently theorised in PiCl.
- Deterrence: students feeling more "known" or recognisable by PiCo while in school and in the wider community and therefore more likely to be held accountable if engaging in negative behaviour.

If PiCo is working as intended, these intermediate outcomes are theorised to contribute to the primary desired outcome of reducing youth offending behaviour. However, unintentional harmful consequences (like the examples discussed from North America, see footnotes 5-7) could include students feeling overly monitored, students becoming victims of discriminatory treatment, and creating an overly punitive school environment. These consequences could work to undermine the primary outcome, by creating less trust in police, reduced school attendance, and "net widening," or more young people getting unnecessarily funnelled into the criminal justice system. Other more direct types of harm may also arise – such as in the case of 'Child Q'.[12]

[12] Child Q refers to a 2020 incident involving Met Police and the strip-searching of a 15 year-old Black female student at school: https://www.theguardian.com/uk-news/2022/jun/15/child-q-four-met-police-officers-facing-investigation-over-strip-search

It is worth noting that these mechanisms can be in interpreted as being in tension with one another, most particularly the deterrence mechanism and trust and confidence. We believe it is likely (and probably expected for interventions like this one) that different mechanisms (and intermediate outcomes) will operate differently for different groups of students, such as ethnic minority students or students with negative past experiences with police. Additionally, it is also possible that through feeling more comfortable about the police, YP may be deterred from crime, rather than students feeling deterred because they are intimidated by police. This is an area we would like to explore with through subgroup analysis and focus groups with YP.

In order to better understand the impact of PiCo on youth offending behaviour (whether it reduces, increases, or leads to no reduction thereof), we plan to randomise a withholding treatment from a sample of schools that have a PiCo assigned to it. The reasons for a withholding treatment (as opposed to a more traditional treatment allocation) are twofold. First, we judge that the possible risks associated with police in schools that are documented in the literature (like net widening, labelling) outweigh the risks of removing the schools officer (such as threat of violence), especially since these risks are mitigated by the fact that schools can rely on calls to local police in the event of emergencies (this would be standard procedure regardless). Second, it is logistically simpler to remove a schools officer than to add one; indeed often resource constraints mean that a schools officer can be frequently reassigned to other non-school duties. We identify a risk that the effect of withholding may be different to the effect of never having had, and so we may be estimating slightly different treatment effects depending on the approach taken. However, given the current prevalence of police in corridors in many of the constabularies we have interacted with, the question of withholding is a relevant policy question.

The precise definition of what qualifies as having an assigned PiCo will be determined during the scoping and mapping stage of the pilot, but at the outset, we consider this to mean schools that have a named officer (it can be more than one named officer, though initial interviews indicate this is unlikely) who is regularly onsite and engages in work with students outside of formal instruction. For the pilot trial with the 10-school sample, this will mean that five schools chosen at random will have their assigned PiCo officer temporarily withheld for a period of around 7-8 months (starting in November 2023 and ending in May/June 2024). The remaining five schools will comprise the control group, continuing with their PiCo officer as usual (BAU).

Research questions

Below, we provide all the research questions of stage 1 (the feasibility and internal pilot trial), organised by different elements of the study:

Scoping, mapping, and in-depth feasibility work:

RQ1: What is the nature of PiCo?

a. What is the intended/perceived purpose of PiCo according to key stakeholders (i.e. strategic decision makers in the police, school police officers, school governors, school staff, students)?
b. What is the remit of PiCo (e.g. role requirements, safeguarding policies, etc)?
c. Who makes decisions about purpose, content, and delivery of instructional inputs by PiCo, and what do they base these decisions on?
d. How is PiCo delivered?
    a. Who delivers PiCo (seniority, role, experience, training etc of police officers)?
    b. Who receives PiCo (which schools, year groups, etc)?
    c. How much is delivered and how frequently?

RQ2: What is the extent of PiCo in England and Wales?

RQ3: How and to what extent does PiCo vary in England and Wales?

a. To what extent does the nature of PiCo vary between police force areas?
b. To what extent does PiCo vary between different schools?

RQ4: How acceptable is PiCo to students and school staff?

a. How does being part of a minoritised group and/or adverse past experiences with police impact acceptability of PiCo among students, and what are school staff, and police officers perceptions of this?
b. Do other factors (e.g. school type, local area context) play a role in acceptability of PiCo?
c. Are there particular aspects of the nature of PiCo that make the intervention more or less acceptable?

RQ5: How is PiCo perceived by stakeholders to achieve its target outcomes?

a. Are there any elements, mechanisms or intended/unintended outcomes missing from the pre-trial logic model and theory of change?

b. What are the perceived contexts within which PiCo operates, and how might these impact intervention activities, mechanisms and outcomes (e.g. race / minority status, school type, local context etc)?

Internal pilot:

RQ6: Can 10 schools be recruited to participate in this trial, which will accept random assignment of withholding of police in corridors.
RQ7: Can baseline survey data be collected?
RQ8: Can endline survey data be collected?
RQ9: Can administrative data be accessed?
RQ10: Is there indicative evidence of promise of the intervention?
RQ11: Is there indicative evidence of harm (e.g. student feelings of being unsafe) from receiving or not receiving the intervention?
RQ12: Can appropriate data be collected to enable subgroup analysis in order to systematically examine how different diversity factors among YP, such as sex (biological), gender identity, race, and ethnicity, influence the measured effects of the intervention?

Implementation and process evaluation (IPE):

RQ13: To what extent is PiCo implemented as intended?

RQ14: How does PiCo implementation vary between forces and schools?

RQ15: What evidence is there for (and against) the mechanisms of change as set out in the logic model?

RQ16: How do different contexts (e.g. student's previous experience of police / police officer's approach) and different identities (e.g. students / police from minoritised groups) influence logic model pathways?

Success criteria

The success criteria for this internal pilot trial are below, with RAG ratings for each. Meeting these success criteria will be the determining factors for progressing to the efficacy trial (note that Scoping, Mapping, and In-depth feasibility work do not have progression criteria as those outputs inform the internal pilot and IPE).

Note that we also include a set of final success criteria relating to the viability of the internal pilot as it relates to the possible progression to an efficacy trial. We are aware that by completing feasibility components alongside the internal pilot trial, there is a risk of the study changing in a significant way between the pilot trial and efficacy trial stages, thus threatening the viability of the data collected in the pilot stage. Research question RQ6 implies this risk by asking whether there is anything missing from our LM and ToC. While we acknowledge this risk, we remain optimistic about the viability of an internal pilot and committed to proceeding with an internal pilot as the goal, so that the study may benefit from the added efficiency and respect for research participants' time and work. While the LM and ToC may likely change, this does not necessarily mean the outcome measures or method of testing will also change; rather instead changes could more simply affect interpretation. For example, it might be that there is a context or a response that is important but not included. We could add this without fundamentally changing the mechanism or the outcome (and needing to change measurement protocols), and therefore maintain the legitimacy of the pilot data being used in the full analysis.

All that said, there are certainly circumstances whereby the viability of the internal pilot is threatened, and we provide a few examples below.

Internal pilot:

We are able to recruit at least ten schools to be a part of the trial and to accept randomisation (RQ6)

RED: Fewer than 6 Schools
AMBER: Fewer than 8 Schools
GREEN:8 8-10 schools

Randomisation is adhered to in at least 80% of schools across the treatment and control group. (RQ6, RQ10)

RED: Less than 60% adherence
AMBER: 60-80% adherence
GREEN: 80% adherence or above

We are able to collect baseline survey data from schools as necessary (RQ7)

RED: Less than 80% of schools allow data collection at baseline
AMBER: 90% of schools allow data collection at baseline
GREEN: 100% of schools allow data collection at baseline

We are able to collect endline survey data from schools for a minimum of 60% of students. (RQ8)

RED: <60% endline data collection
AMBER: 60-55% data collection at endline
GREEN: 75%+ data collection at endline

We are able to access relevant administrative data from the partner constabulary within three months of the end of the pilot trial. (RQ9)

RED: We are not able to access the data
GREEN: We are able to access the data

There is no evidence of substantial adverse effects (i.e. never events, such as significant injury to students, school staff, or police as a result of involvement in the trial) during the period of the pilot trial which would render it unethical to continue to full trial.

RED: More than 5 never events
AMBER: 3-5 never events
GREEN: Fewer than 3 never events

Implementation and process evaluation (IPE) pilot:

We are able to access PiCo intervention delivery data from police forces and schools (what is delivered, when to whom) (RQ13, RQ14)

RED: We can access this information for <50% of schools
AMBER: We can access this information for 50-70% of schools
GREEN: We can access this information for at least 70% of schools

We are able to access school participants and teachers within trial schools to collect information on attitudes and experiences as they relate to mechanisms in the ToC logic model (RQ4, RQ5, RQ16)

RED: We can successfully access <50% of schools we attempt to access
AMBER: We can successfully access 50-70% of schools we attempt to access
GREEN: We can successfully access at least 70% of the schools we attempt to access

Internal pilot and succession to efficacy:

Based on findings from the feasibility and IPE and subsequent updates to the LM and ToC, we find that our outcomes and measures are sufficient to treat collected data as an internal pilot.

> RED: We find that our primary outcome measures are insufficient and need to change.
> AMBER: We find that our primary outcome measures are sufficient, but our secondary outcome measures need adjustment.
> GREEN: We find that our primary and secondary outcome measures are sufficient.

Based on findings from the feasibility and IPE and subsequent updates to the LM and ToC, we find that our data collection methods (surveys, access to administrative data) are sufficient to treat collected data as an internal pilot.

> RED: Access to administrative data is inconsistent and the student surveys are found to contain major measurement errors (response bias due to unintended question framing, time intervals between baseline and endline are inappropriately long/short, etc)
> AMBER: Access to administrative data is consistent, but student surveys are found to contain major measurement errors (or vice versa).
> GREEN: We find that administrative data access is consistent and student surveys aren't found to contain sizable measurement error.

Based on findings from the feasibility and IPE and subsequent updates to the LM and ToC, we find that our randomisation protocol sufficient to treat collected data as an internal pilot.

> RED: Randomisation protocol is not replicable/ advisable.
> AMBER: Randomisation protocol is mostly replicable.
> GREEN: Randomisation protocol is replicable.

Based on findings from the feasibility and IPE, we are able to assess the viability of treating the pilot as an internal pilot (i.e. usable data for the efficacy trial).

> RED: We do not proceed to efficacy.
> AMBER: We proceed to efficacy, but cannot treat the collected data as an internal pilot.
> GREEN: We proceed to efficacy and can treat the collected data as an internal pilot.

Methods

Internal Pilot trial design

This internal pilot trial is a parallel design two-armed cluster randomised withholding trial of placing police in corridors, per the intervention definition to be developed and refined (after the scoping, mapping, and in-depth feasibility work).

We intend for data collected as part of the internal pilot to be carried forward and included in the main trial analysis, should the efficacy trial proceed. The pilot trial features a substantial implementation and process evaluation component, described below, which allows us to identify any challenges associated with scaling the trial.

Randomisation

Randomisation in this internal pilot trial will be of 10 schools randomised at school level, such that five will be randomised to treatment and five to control. For the purposes of this pilot, randomisation of schools will not be stratified, Randomisation of this number of schools does not allow us to establish causality, and stratification at this level could potentially deleteriously impact the quality of randomisation. Instead, this randomisation will be conducted to demonstrate the feasibility of randomisation, while retaining the use of data from the internal pilot trial to be merged with an eventual efficacy trial. In an efficacy trial, we will likely stratify randomisation within police forces (if multiple forces are involved) since police in corridors practices will likely vary between forces (the pilot will serve as stratification group 1 as it will only involve one police force).

Update: 19 January 2024

Randomisation will be conducted independently by the Behavioural Insights Team using the statistical analysis software Stata following CONSORT guidelines, with the code used for randomisation uploaded to GitHub subsequent to randomisation taking place.

Participants

Participants will be all young people attending the ten mainstream schools in the sample. As young people and their parents are not required to consent to police presence in corridors, participants will be given a chance to opt out of data collection in the form of surveys to collect some outcome measures. However, as primary outcome measures will be administrative data records from police forces, anonymised such that we cannot identify individual young people, there will be no mechanism for them to opt out of collection of these outcome measures.

Schools will be excluded if they are not in the relevant geographical area (that is, they are inside the area supported by the police constabulary involved in the pilot trial), and if they are not mainstream secondary schools (e.g. pupil referral units).

Sample size

The sample size for this trial (ten schools) has been selected as it provides a minimum viable product to test randomisation, data collection, and implementation fidelity. Robust statistical analysis is not possible for a sample of this size, but the data will be of sufficient volume to detect substantial "never events" (substantial adverse effects) relevant to the decision to continue to the trial. These include any event that would trigger a serious case review (typically but not exclusively the death or serious injury of a child); offenses committed by police officers while in school; or the decision by a police officer to violate the right to privacy of a student, for example through a strip search of a student under the age of 16. The size of the randomisation set is small, but can be treated, for final analysis of the ultimate trial, as a subsample subject to the same randomisation procedure, allowing data to be incorporated without the need for metaregression.

At the end of the pilot trial, we will be in a position to conduct more accurate power calculations for the summative impact assessment (should it proceed) based on the standard deviations and intra-cluster-correlation rates from actual data. In the interim, we make assumptions, specifically;

- Average school sizes of 1000 students, based on a birth cohort size of approximately 700,000, approximately 3,500 secondary schools, and our being interested in years 7-11 in this study (age 11-16).
- Average cluster level correlation between pre and post of 0.5, accounting for participant demographics and school level history and characteristics (because we will be using school/year level aggregated data to create pseudo-individualised datasets[13] without merging police and schools primary data together.
- We assume no attrition as we are making use of administrative data for our primary outcomes.
- We assume intra-cluster correlation rates of 0.05, based on the lower end of ICCs observed in schools data, based on EEF trial assumptions, and the fact that ICCs of superclusters will typically be lower than the ICCs of clusters because of the lower

[13] For an explanation on what we mean by "pseudo-individualised," please refer to the "Data collection: structure of admin data" section later on.

levels of socialisation available, and the more disparate inputs across a larger cluster than a smaller one.

- Our effect size is a Cohen's H of 0.2, taking into account average effect sizes of successful interventions carried out in schools funded by the EEF (Sanders et al, 2020).
- We note that at this stage power calculations do not include an estimate of the base rate of the outcome measure as this is not known for this group. Data from the pilot trial will be used to calibrate this for future power calculations.

These assumptions are inputted to power calculations in the statistical analysis programme R using the (pwr) package., and yield a required sample size of 30 schools. We note that these calculations should be considered tentative, and will be updated following the pilot trial when we gather more information on average cluster sizes, ICCs, and pre-post correlations.

		PARAMETER
Minimum Detectable Effect Size (MDES)		0.2 (Cohen's H)
Pre-test/ post-test correlations	level 1 (participant)	
	level 2 (cluster)	0.5
Intracluster correlations (ICCs)	level 1 (participant)	
	level 2 (cluster)	0.05
Alpha[7]		0.05
Power		0.8
One-sided or two-sided?		Two Sided
Average cluster size (if clustered)		1000 (School)
Number of clusters[8]	Intervention	15

	Control	15
	Total	30
Number of participants	Intervention	15,000
	Control	15,000
	Total	30,000

If we were to go with a more conservative MDES of Cohen's H of 0.1, given the same assumptions, we would project that we would need a sample size of 120 schools (60 assigned to intervention, and 60 assigned to control).

Outcome measures

Based on our discussions with police forces and NPCC, the main objective of this intervention is to deter young people from crime.

Primary outcome measure

The exact operationalisation of this outcome measure requires additional time to develop with the police force involved, and so at this stage, our list of outcome measures is somewhat speculative, however, it is likely to include some or all of;

- Contact with the police (binary) that leads to an informal disposal
- Contact with the police that leads to a caution (binary)
- Contact with the police that leads to an arrest (binary)
- Contact with the police that leads to Outcome 22, deferred prosecution (binary)

These variables, or similarly constructed variables, are collected by individual police forces, but not (for the most part) linked to the Police National Computer. As such, we propose to work closely with partner forces to extract usable versions of these data. We anticipate substantial variation between police forces in the way that these data are collected. As such, it will be important to stratify randomisation in the efficacy trial at the level of the police force in order to avoid systematic bias associated with disparate measurement and measurement error. In the case of the internal pilot, stratification grouping of 1 is implied, as we are only working with a single police force in this case.

Secondary outcomes measures

Our secondary outcomes (subject to change in the scoping/mapping/in-depth phase) are currently (1) students' trust and confidence in police, (2) students' feelings of safety, and (3) exclusions/absences from school. Secondary outcome measures will be collected through student surveys and administrative data collected from schools. These are likely to include;

- Young people's attitudes to the police, using age-adapted questions from the Crime Survey for England and Wales
- Young people's understanding of the law and the role of police.
- Behavioural and emotional challenges using the Strength and Difficulties Questionnaire (SDQ).
- School attendance (both exclusions and truancy), using school administrative data

Data collection

The majority of data collection will make use of administrative data held by police forces, with triangulation with school-reported violent offences data held by Ofsted. Primary data collection (for secondary outcomes and additional triangulation for primary outcome measure) will use survey administered in schools by research assistants. This will be collected through digital forms served up in Qualtrics, with the option to complete paper forms in the event of necessary technology being unavailable.

Structure of Administrative Data

It will not be possible to collect identifiable, individual level administrative data from police forces, linked between schools and police forces, as has been made clear from discussions with police forces themselves. However, police data does routinely record (a) which school a young person attends, and (b) their date of birth. The former is enough to link the young person to the treatment status, as treatment is randomised at the school level. The latter, when combined with geographical data, can also point to a school in the event that the school name is not recorded.

The police would be able to share with us information which indicates, between particular dates, how many people in school X in year group Y, have had contact with the police in the way described in our outcomes section above – essentially those for whom the binary

outcome measure is 1, and, for each of those, how many of the subvariables are 1 (and hence, what value (1-3) the secondary outcome should be.

These data, however, give us only half of the picture, as it does not include the '0's - those young people for whom all of the submeasures are 0 and hence so is the binary outcome measure. This information we will capture from schools data, which tells us how many young people are enrolled in the school in total. Bringing these two sources of data together, we will have individual level data for each participant, indicating their binary treatment status, and their binary primary outcome and the 0-3 secondary outcome. We will have this for both the year of the pilot (2023-2024), and the previous year, allowing us to control for school-school-year level historical data.

We describe this dataset below as 'pseudo-individualised' data, as we do not, in truth, have data about identified individuals within the data.

Data analysis

Analysis of the data from the trial will be conducted using logistic regression analysis.

Our primary (administrative) data analysis will be conducted using a pseudo-indvidualised dataset derived from school level data, with data from prior to the trial (in which all schools are treated), as well as data from the trial period. We anticipate a regression model being estimated of the form;

$$Y_{ist} = \alpha + \beta_1 W_{st} + \beta_2 S_s + \beta_3 T_t + u_{st}$$

Where

$$Y_{ist}$$

is the value of the outcome measure for pseudoindividual I in school s at time t.

$$\alpha$$

is a regression constant

$$W_{st}$$

is a binary indicator of whether or not the school s has the treatment withheld in time t, such that the treatment effect of the intervention is the inverse of beta 1.

$$S_s$$

Is a vector of school level fixed effects

$$T_t$$

is a binary indicator of time set to 1 in the trial period and 0 else.

$$u_{st}$$

is an error term clustered at the level of the school/time period pair.

Our secondary (survey) data analysis will be conducted using a dataset of individual responses to baseline and endline surveys. Here we will estimate an individual level autoregressive (AR(1)) model, using null imputation for missing baseline data. We anticipate a regression model being estimated of the form;

$$Y_{ist} = \alpha + \beta_1 W_{st} + \beta_2 Y_{ist-1} + \Gamma X_i + \beta_3 M_i + u_{st}$$

Where

$$Y_{ist}$$

is the value of the outcome measure for pseudoindividual I in school s at time t.

$$\alpha$$

is a regression constant

$$Y_{ist-1}$$

is the lagged value of the outcome measure for participant I from school s. This value is set to 0 where missing.

$$X_i$$

is a vector of participant demographic characteristics

$$M_i$$

is a binary indicator of the missingness of participant I's baseline data, set to 1 if missing and 0 else

$$u_{st}$$

is an error term clustered at the level of the school/time period pair.

In addition to these analyses, we will conduct secondary analyses considering our subgroups of particular interest – young people who are part of minoritised racial or ethnics groups, and young people who have previous negative experiences with police (which will be collected in the baseline survey). These will be included through the inclusion of interaction terms between race and treatment, and negative experiences and treatment, in our regression models. Depending on overall sample size and the structure of diversity in the sample, we may be able to break differential effects by race down more granularly than a binary, but this will be explored at the analysis stage, taking into account expert advice from YEF and the YEF race equity associate.

Feasibility and pilot implementation and process evaluation (IPE)

The feasibility and pilot IPE activity will be based around five areas of work: (1) scoping practice in a selection of forces, (2) mapping practice across all forces, (3) in-depth analysis of the nature of police in classrooms with key stakeholders, (4) theory of change development, and (5) piloting methods proposed for use in the full trial IPE. Of these, 1-3 relate to feasibility, and 4-5 relate to the pilot IPE. In order to undertake this element of the study efficiently, some of the scoping, mapping and in-depth analysis (1-3 above) will be done during the same sessions and with the same participants. For example, mapping surveys will ask questions about both PiCl and PiCo, and scoping work will discuss the nature of both interventions during the same interviews. This approach will minimise the research burden of the two trials on participants.

Scoping practice in five forces

This strand of research will be led by Cardiff, with Cardiff and King's sharing fieldwork. We will seek to engage three forces in England and two in Wales in a scoping exercise focused on the nature and extent of PiCo. We will select these purposively with a view to having a broad range of types of police force. For example, we would anticipate the Metropolitan police to be one of the English forces, due to their national remit and urbanity. We would also aim to include a police force from a large rural area in a different region (such as Devon and Cornwall). We will interview a key decision maker (to be agreed with NPCC and forces) to gain a strategic overview of POLiS in each force, and a picture of the intervention across this sample. As well as helping define practice in these forces, this will ensure the mapping survey captures the breadth of practice. Issues to be included in this exercise will be agreed with YEF, but we expect it to include role clarity and boundaries, activities, and training.

An initial theory of change logic model has been drafted (see attached documentation), based on preliminary discussions held in co-design meetings and contact with a selection of police forces in England. We will further develop these models by requesting and reviewing any available school policing policy documents, from each of the 5 police forces, to inform ToC inputs, mechanisms and outcome objectives, and determine whether these vary between forces. These models will then be presented to representatives of police forces for comment and discussion as to what extent they agree / disagree with the hypothesised mechanisms, and whether there is any addition / nuance as to how they believe delivery of police in schools produces the outcomes of interest in their force.

We will define the activities, role boundaries, and training of school police officers in each force, how these differ between schools and forces and how they overlap with those of community police officers / business as usual.

Mapping exercise

This strand will be led by Cardiff. Using evidence collected in the scoping exercise we will develop surveys to explore the delivery of PiCo across England and Wales. Drawing on existing links with police forces, the PSHE and NPCC, and in collaboration with the NPCC research officer, a survey will be distributed to all 43 police forces. Questions will enable us to create an initial typology of PiCo. Data from the survey will be used to investigate whether the type of police involvement is associated with characteristics of schools. Henshall found that schools with higher numbers of pupils from disadvantaged backgrounds may be more likely to have encounters with police in corridors, and there is international evidence of concerns about culture and race in relation to police involvement in schools.[14] It is important to examine this further given the disparities present in the youth justice system in terms of race and class, and the need for this perspective in the evaluation.

Alongside qualitative work described below, these results will inform decisions about which schools to engage for the pilot trial. Crucially, this mapping exercise will feed into the criteria for whether an efficacy trial is possible, as it will show a) how widespread the practice is b) whether it is sufficiently defined to be tested and scaled, and c) whether withholding gives results that are externally valid for never-treated schools.

[14] Henshall, A. (2018) On the school beat: police officers based in English schools, British Journal of Sociology of Education, 39:5, 593-606, DOI: 10.1080/01425692.2017.1375401.

In-depth work with ten forces

This strand will be led by Cardiff, with fieldwork divided between King's and Cardiff. The mapping exercise above will underpin work with a small sample of forces, purposively selected (based on results of mapping) to represent a range of different approaches within the typology (in terms of PiCl, PiCo, BAU and in local contexts). So that we build on existing links and work efficiently, we expect the 5 scoping forces would be included here, meaning we would expand to an additional 5. Through this work, we aim to enhance our understanding of all research questions, refine the ToCs, and scrutinise the theory developed in response to RQs 1 and 2. It will comprise:

- Focus groups (n=10) with police officers working in schools (PiCo) to explore the attitudes and experiences of officers delivering the intervention, and investigate their views of its benefits and challenges.
- Interviews (n=20) with school heads and governors to gain a strategic perspective from education, and to learn how decisions around the different types of police activity in schools are made, and what factors influence these decisions.
- Focus groups (n=5) with school staff (n=25) to gather data about how PiCo fits into school life from an operational perspective. What might the practical barriers and facilitators to implementing a prescribed 3 lesson package in their school be. Schools will be asked to volunteer an individual to participate, based on their knowledge and experience of working with the police officer. We anticipate this would usually be a Designated Safeguarding Lead (DSL), deputy or headteacher (but we would not limit it to these roles).
- Focus groups (n=5) with YP in schools receiving PiCo (n=25) to learn from YP about their experiences and attitudes towards the different types of police involvement in school life, and whether there are any key contexts, such as previous experiences of the police, that might influence their attitudes. We will work with YEF's evaluation race equity associates to support this aspect of the data collection.
- Participatory activities with YP (n=25) from five schools receiving PiCo, comprising four hours' total contribution from the YP. This would involve asking YP to share their experience of PiCo in its various forms and providing input on the research plan and proposed IPE data collection methods.

Interviews, focus groups and activities will cover both PiCo and PiCl within the same meeting in instances where both intervention types are conducted by officers / within schools. Thus n values given represent cumulative values across both PiCl and PiCo protocols.

Theory of Change (ToC)

This strand will be led by Cardiff. The policy review will contribute to an updated ToC for PiCo. We will then convene two workshops with stakeholders including YEF, National Police Chiefs Council (NPCC), Personal Social Health and Economic education (PSHE) Association, police forces, Violence Reduction Units (VRUs), and schools. We will explain the logic of ToC and what they are useful for, present our proposed ToC, seek input from participants on the logic underpinning PiCo, what the essential components are, what outcomes and impacts are expected, and the assumptions underpinning when PiCo would be more or less effective. The ToC will be reviewed throughout the research, and refined versions presented as part of final reporting. These ToC will serve as the theoretical underpinning for the effifcacy trial, should that proceed.

Pilot IPE methods in preparation for full trial

During the full trial we will build on this foundation in order to assess how far implementation conforms to what is expected. We will, as far as practicable, pilot these methods so that we can be confident they can be adequately deployed. For context, we outline the broad objectives of the IPE in the full trial here, before explaining which of the methods we would expect to pilot.

Answering the IPE research questions will involve the measurement of key components of implementation e.g. police officer appointed (seniority, training etc), amount of time the officer is on site, role understanding and engagement in school activities. It will also involve measurement of some key hypothesised contexts and mechanisms outlined in the draft theory of change/logic model. For example, we have explored possibilities for measuring confidence and trust in police and identified some options for doing this as part of a survey for young people in participating classes and schools (intervention and control).

We intend to pilot some aspects of survey measures, such as measures of hypothesised causal mechanisms included in the logic model. For example, we have a shortlist of measures of trust or concepts adjacent to trust which includes:

- Posch and Jackson's validated questionnaire for measuring the perception of the police and the law. This is broken down into 11 questions in total across the following

topics: procedural justice, police legitimacy, willingness to cooperate with the police, knowledge of drugs and knowledge of police behaviour.[15]

- Trust in people scale. A three-item questionnaire, each question has a dichotomous (high or low trust) response. This scale is elegant in its simplicity and could be easily adapted to specifically address trust in Police at a general level.[16]police.[17]

Once the measures are finalised, we will plan to continue to run surveys during the efficacy trial to gauge attitudes and experiences of a systematic sample of staff, students and police officers. We also anticipate running interviews and focus groups with YP, school staff, sector bodies, and police officers to gather qualitative evidence about implementation and process.

Analysis

Analysis of IPE data will be undertaken within the tradition of theory-based evaluation, whereby data is used to develop and test the theory of change that we have begun to set out in logic models enclosed in this application. A combination of inductive and deductive approaches will be used to analyse qualitative data, with a view to identifying and describing hypothesised mechanisms that incorporate how individuals feel and behave, and how these factors along with micro and macro contexts influence their decisions and actions. Quantitative data will be analysed using a range of descriptive statistics to aid our interpretation of how PiCo is implemented, and where appropriate relationships between variables will be explored using correlation and regression.

Methods overview – All trial components

Research methods	Data collection methods	Participants/ data sources (type, number)	Data analysis methods	Research questions addressed	Implementation / logic model relevance

[15] Posch, K. and Jackson, J. (2021) Police in the classroom: Evaluation of a three-wave cluster-randomised trial. London School of Economics and Political Science, London, UK.

[16] 1964 Election Study. Ann Arbor, Michigan: Inter-University Consortium for Political Research, University of Michigan.

[17] MOPAC. (2015). "Youth Matter! Listening to the Voice of Young London." https://www.london.gov.uk/sites/default/files/youth_matter_report_final_version.pdf

Regression analysis of pilot trial outcomes	Administrative data and survey data	Pseudoindividualised dataset of participant level data for all students in a school; individual participant survey data for those who comply with endline and baseline data collection	Linear regression analysis with clustering at school level	RQ6, RQ7, RQ8, RQ9, RQ10, RQ11, RQ12	Measurement of main outcome
Trial implementation evaluation	Trial data	NA	NA	RQ7, RQ8, RQ9, RQ12	Feasibility, trial validity
Scoping and mapping activities	Interviews and focus groups with students, police officers, and teachers	Selected teachers, students and police from across treatment and control schools	Thematic analysis; realist - informed theory building analysis based on coding of context, mechanism, outcome (CMO) chains.	RQ1, RQ3, RQ4, RQ5	Understanding current practice
	Survey	All 43 police forces	Descriptive statistics; correlational analysis	RQ1, RQ2, RQ3,	Understanding current practice
	Observations	1-2 police forces	Thematic analysis of field notes	RQ1, RQ2	Understanding current practice

	Participatory approaches	Students	Inductive coding	RQ4, RQ5, RQ16	Attitudes and experiences (related to hypothesised mechanisms)
IPE pilot	Measurement of key components of implementation	Police officer appointed (seniority, training etc), amount of time the officer is on site, engagement in school activities	Descriptive statistics	RQ13, RQ14	Fidelity of implementation and dose of intervention in each school
IPE pilot	Collection of administrative and monitoring data	demographics of students, nature of delivery of PiCo interventions,	Descriptive statistics	RQ7, RQ8, RQ12, RQ16	Implementation fidelity
IPE pilot	Direct observation of PiCo in practice	Police officers, school staff, students In up to 5 schools	Retroductive coding of fieldnotes (combination of inductive and deductive approaches)	RQ1, RQ3, RQ13, RQ14, RQ15	Implementation fidelity
IPE pilot	Surveys	Attitudes of staff and students, and	Descriptive statistics	RQ4, RQ5, RQ16	Attitudes and experiences (related to

		school police officers			hypothesised mechanisms)
IPE pilot	Interviews and focus groups	YP, school staff, sector bodies and police officers	Retroductive coding of transcripts (combination of inductive and deductive approaches)	RQ4, RQ5, RQ16	Attitudes and experiences (related to hypothesised mechanisms)

Outputs

The pilot trial will have a number of outputs;

- A presentation to YEF and other interested stakeholders on the findings of the feasibility study and pilot trial
- A peer reviewed feasibility and pilot study report, per the YEF-provided template, including:
    - An analysis report summarising the findings of the statistical analysis of the pilot trial
    - A summary of findings from the IPE and recommendations, including a reflection on evidence of successes and/or shortfalls based on the pre-specified progression criteria.
- Published code related to statistical analysis
- A peer-reviewed trial protocol for the efficacy trial per the YEF-provided template.

Cost data reporting and collecting

At this stage in the design of the evaluation we have yet to proceed to considering cost data in depth. These data will need to be gathered from police forces and schools, with which engagement thus far has been light.

That said, we can anticipate a few broad categories and details related to cost reporting. Taking our cues from YEF's cost reporting guidance, we can already define the different roles that will be involved in delivering the intervention, the types of activities, and how these costs can be categorised into prerequisite, set-up, and recurring costs.

In contrast with the PiCl trial, the delivery of the withdrawal PiCo treatment is quite minimal (e.g. we are not implementing a new programme). The settings and providers roles remain similar: schools and schools officers. We do not anticipate staff costs in terms of wages or non-wage labour costs, as additional personnel and/or personnel time are not required to deliver the intervention; there are also no training costs, materials, or facility costs.

That said, we will remain committed to following YEF guidelines on reporting "real cost" of intervention delivery, with each input clearly delineated between activity types and cost types, and reporting both per participant costs and per cohort.

Diversity, equity and inclusion

Our integration of Diversity, Equity, and Inclusion (DEI) principles will span across multiple elements of the trial, including methods, production of materials and deliverables, and the skills/capabilities of the research team itself. Further, we will submit our approach to critical scrutiny through an external review, to help ensure that our approaches are reasonably inclusive and minimise risk of harm to under-represented and marginalised groups. Because police in schools as an intervention is widely seen to be racially charged, this underscores the importance of getting our DEI approach rigorously vetted, particularly from a racial equity point of view.

Co-production and consultation with YP

We will work to carefully co-create the evaluation in consultation with people with relevant lived experience including a variety of young adults with experience interacting with the police. This will be done in the following ways:

- Consult YP outside of the trial from a highly diverse school in Leeds (researcher-based connection) before data collection begins to review survey materials, interview questions, and LM

- Consult YP directly connected to the trial through focus groups during the pilot trial for feedback on survey materials, LM
- Consult YEF Youth Advisory Board during/after conclusion of the pilot trial and before proceeding to efficacy, to advise on improvements to trial materials, LM and provide feedback on interpretations

The rationale for a three-part consultation process with multiple groups of YP is first to gather varied perspectives from groups that relate differently to the topic (e.g. the YEF Advisory Board will likely have different views by virtue of the fact that they already have been confronted with these types of policy issues before) and also to incorporate input from different stages of the trial: before, during, and after, and thus ensuring that different stages of the research process have been reviewed. In the spirit of efficiency, bullets 1 and 3 will cover both trials (PiCl and PiCo) jointly, while bullet 2 will be done separately, with the relevant sample schools within each trial.

Accessibility

Accessibility will be a key consideration in all external facing materials, including surveys, letters to study participants, and in disseminating research findings. Where appropriate, we plan to produce short videos (produced and paid for by King's) to explain the project to participants and explaining the to discuss our findings from the pilot in plain English. All outputs will be produced in a way that is accessible for users of assistive technology. Particularly, materials used in Wales will also be translated into and available in Welsh.

Some outputs from the project are unavoidably technical. However, we will work to ensure that all materials used in the trial are accessible to all participants through codesign and, where necessary, re-validation of surveys and topic guides.

Methods

The design of the efficacy trial, focused on a cluster randomised trial, will allow higher precision estimation of the impacts of the intervention on minoritised groups because subgroup analysis minimises any loss of statistical power in cluster randomised trials compared with individually randomised trials (Sanders and Vallis, forthcoming). The pilot trial and IPE will aim to systematically oversample members of minoritised groups and schools with a diverse student body which overrepresent marginalised groups (particularly on racial lines). For the IPE, we will conduct a purposive sampling approach including oversampling of

particularly minoritized or disadvantaged groups to ensure a breadth of experience is captured by the study.

A key risk identified through the codesign phase of the project relates to the criminalisation of young people through the presence of police in their school and a problem of "overdetection". In North America, this phenomenon has been shown to occur most often within communities that have a history of over-policing, particularly along racial and ethnic lines.[18] To consider overdetection, we will attempt to triangulate the findings from the IPE, from administrative data, and from survey data. This will allow us to see, for example, if recorded incidents in administrative data increase, while survey and qualitative responses suggest that levels are more static. We will also aim to measure the levels of some activities within control schools which might have been 'detected' as crime in the presence of a police officer, but are not due to the school's control group status.

Expertise and capacity-building within research team

Several members of the evaluation team have received diversity and inclusion training and cultural competence training as part of their roles. All members of the research team will receive such training before the launch of the pilot trial.

At the outset, we have extensive experience working with marginalised communities across a number of dimensions including young people with care experience, LGBTQ+ individuals, and members of minoritised racial and ethnic groups. We have published previously on the conduct of RCTs with marginalised groups and how to ensure that their voices are heard in statistical analysis as well as in qualitative research. In this study, we will do this by including young people in the design of survey instruments and interview topic guides where possible, as well as in the interpretation of all of our findings. All researchers with direct contact with young people will be DBS checked and will have undertaken safeguarding and EDI training. For example, Dr Kate Bancroft undertook her doctoral research on gender identity and is therefore highly trained in gender diversity matters. We have a safeguarding escalation policy which all researchers will adhere to if, for example, students make a disclosure during the research, and a safeguarding officer with whom 'no-names' consultations can be conducted if researchers are uncertain about a safeguarding risk.

[18] Elora Mukherjee. (2007). Criminalizing the Classroom—The Over-Policing of New York City Schools. New York Civil Liberties Union. https://www.nyclu.org/sites/default/files/publications/nyclu_pub_criminalizing_the_classroom.pdf

The research team itself is diverse, consisting of team members that includes a variety of different identities covering different ethnicities, disabilities and sex/gender identities. There is collective input via different points of view to ensure there is an improved performance from the research team. This has helped and helps create an equitable and inclusive participation and decision-making process.

Equalities Impact Assessment (EIA)

During the set-up phase of the project, we will undertake an Equalities Impact Assessment (EIA) to assess how the project will interact with equality and diversity issues, identify specific risks or issues, and consider mitigating strategies to reduce the risk of harm. We have experience of undertaking EIAs on similar evaluations, and our process involves listing equalities issues including age, gender, sexual orientation, race etc, and specifying how all aspects of the project may impact these issues (both positively and negatively). For example, in a recent EIA under the category "Religion or belief" we identified a potential positive impact of data collection from a range of ethnic and faith backgrounds is that this would highlight diverse needs of the cohort. We also noted the potential adverse impact of participants being adversely affected if the data collection methods contradict any faith or cultural requirements.

We would incorporate the EIA into project management plans and review it periodically (and at key points such as the start of the full trial), as we do with ethical issues more broadly. This will ensure these considerations remain live throughout the project. The EIA will be undertaken in coordination with the KCL Ethics Review Committee. This will consist of an exercise that involves the checking and application of our policies, practices, events and decision-making processes to ensure these are fair and do not present barriers to participation or disadvantage any protected groups when participating, or researchers organising, the study. It will therefore cover both strategic and operational decisions planned for the duration of the project. This will be a consulting process where we demonstrate how we are meeting our legislative responsibilities. We anticipate this taking a short number of weeks and KCL team member Kate Bancroft will take responsibility for this assessment as this falls under her academic specialist knowledge of the Equality Act and its application in practice. The primary responsibility from this process is to mitigate the harm from research, rather than the interventions. Therefore, we consider Sept/Oct 2023 to be an appropriate length of time for this to be undertaken by the end of, so that all mitigating practices are in place prior to the commencement of the pilot stage part of the study. Where any of the evaluation decisions as a result of the EIA mean amendments need to be undertaken, we will then take steps to change or adapt processes immediately, with all recommendations

actioned in our planning within the fortnight of the Evaluation Decision being shared with the research team.

Update: 12 January 2024

We have reviewed the findings of the Equality Impact Assessment. We have identified key areas where specific groups may be disproportionately affected or where adjustments are needed to ensure inclusivity. We will ensure as part of the sampling strategy that we have ensured representation from diverse groups, with a particular focus on social class as a particular point of attention following feedback from our external EIA assessor Dr Kay Sidebottom.

We have reconsidered the video strategy for the children and young people, and are now going to share it with parents via a link on the letter. This is to tailor the informed consent process to address the specific needs of different demographic groups. We are doing this to consider the parents/guardians in terms of accessibility and to ensure that the information provided is accessible. Please see the final row of the EIA which explains the focus on this in full (e.g., due to reasons like technical terminology that may be somewhat academic and therefore isolating to individuals without experience of academic studies).

Furthermore, we have decided to explore the potential of establishing a community stakeholders' group for this research, which we believe is crucial for ensuring the study methods' relevance to this population group in the different research sites/contexts, the wider study's cultural sensitivity regarding police sensitivities, and its subsequent ethical considerations. We hope that by doing this engagement work with community stakeholders, we will foster collaboration with some different community key figured and that this will allow for input on research priorities, study design, and ethical practices. We believe community stakeholders can potentially contribute valuable insights into cultural nuances (e.g., for the school's located in particularly challenging contexts), identify and address barriers to participation (e.g., through parent/guardian consent issues), and that by doing it it will enhance the recruitment and retention of participants. We believe utilising a community stakeholders' group will help build trust, promote a sense of community, and we hope this will have a positive impact. We believe that ultimately, a community stakeholders' group will create a more inclusive and community-driven research process, aligning the study with the needs and priorities of the different communities of young people that it aims to serve.

We have also decided to host regular EIA meetings between David and Kate on the research team, which we will share the main discussion points and actions of with the wider group at the PiS meetings and quarterly update meetings with YEF. We believe holding quarterly

Equalities Impact Assessment Meetings for this research project is beneficial for several reasons. These regular meetings will provide a structured block of time to assess and address the potential impact of the research on diverse groups within the population we are working with. Through ongoing discussions between David and Kate, adaptions to the research project methodologies, recruitment strategies, and participant engagement approaches to enhance inclusivity and sensitivity to various needs can be discussed. These meetings will also allow for the identification of emerging issues, ensuring the research team can make timely adjustments to mitigate any issues. By having these, quarterly reviews it will promote transparency, accountability, and the discussion of ethical considerations, which we hope will help create a more equitable research process that aligns with the principles of fairness, justice, and inclusiveness. The agenda for these meetings is included within the EIA.

Ethics and registration

Ethical approval will be sought through the KCL and Cardiff University ethics committees, for the facets of the project being led by each organisation.

Update: 19 January 2024

In line with KCL ethics guidance, the elements of the project delivered by KCL are categorised as service evaluation and subsequently do not require formal ethical approval. However, approval for the use of administrative data relating to young people—including student enrolments by race/ethnicity and gender — for this project has been approved by KCL ethics under **MRA-23/24-41006**.

The randomisation of the trial will be conducted by the Behavioural Insights Team, and approved by their relevant ethics processes.

Research activities undertaken by Cardiff University (Scoping and Mapping, plus other qualitative work, including Focus groups with students, Observations of school policing practices, Interviews and focus groups with professionals) have been reviewed and approved by the Cardiff University School of Social Science Research Ethics Committee **(SREC), under Ethical Clearance Number 502**.

Data protection

Police administrative data will not contain personal data, as it will be shared in aggregate, and as such we do not require a legal basis for processing of these data. Other forms of data collection (surveys and interviews) will require participants to actively engage with the data collection process; in these cases, we will be collecting some personal data (age, sex, racial/ethnic identity) and potentially criminal offence data (in the case of students disclosing crimes). As King's College London and Cardiff University are both academic institutions that carry out work in the public interest, (**Updated:** 19 January 2024) public task is the most appropriate legal basis, primarily through the public benefits of understanding impacts of police in schools. Personal and criminal offence data will be collected and analysed in deidentified form. Data archiving will comply with YEF data guidelines, submitting one dataset with identifying data and unique project-specific reference numbers to DfE, and another dataset with evaluation data and the project-specific reference numbers.

Risks

Please see our project risk register document in the appendix. The risk register will be reviewed and updated on a quarterly basis by the PI in collaboration with Co-Is. At the time of review, it will be an agenda item in a team meeting and all members of the team will be kept updated about any ongoing or emerging risks identified. Any risks that arise between reviews will be considered and added to the risk register as soon as possible, and at a pace that reflects the severity of the risk. The funder will also be kept informed of emerging risks, and any risks that may increase in terms of likelihood or severity of impact during the study. This approach is based on routine risk management practices we implement in other studies of similar size and profile.

Timeline

Please see our project Gantt Chart in the appendix.

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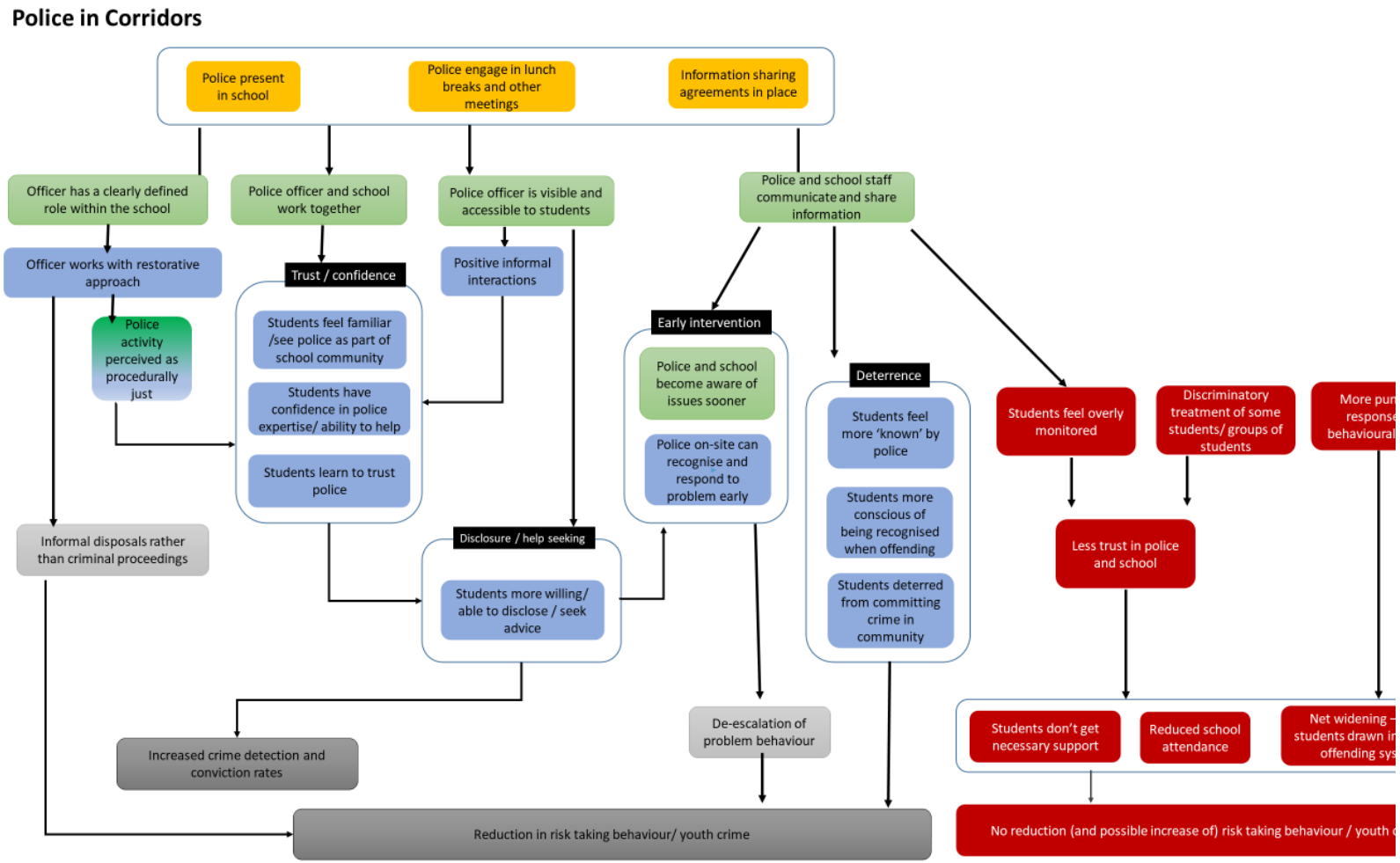
Appendix

A1. Logic Model



A2. Risk Register (1/6)

Ref ID	Risk Title	Risk Description and Impact	Date ID'd	Risk Category	Impact	Probability	Priority/Risk Rating	Mitigations
PH01	Informed consent	Meaningful, informed consent can be challenging to gather in the case of children in school, for logistical and developmental reasons (e.g. authentically giving students a chance to opt out, being able to explain the study with the right amount of age-appropriate detail, etc). Being able to show strong evidence of informed consent will be important from an ethical review perspective. PSHE Association will be briefed on explaining this, as will the NPCC. Videos will be made explaining the process that can be streamed in-class too, as produced by researchers at Cardiff and KCL which will use age-appropriate language.	12/06/2023	Participant harm	3	2	6	We will develop recruitment materials that explain simply what participation involves; and what to do if they do not want to be involved or change their mind. We will brief staff on the importance of YP not feeling pressured to participate in surveys and interviews Furthermore, we will In preparation for the ethics application, the British Education Research Association and the British Society of Criminology Code of Ethics have been carefully considered and applied to the application so that we are following standard protocols for research ethics on sensitive topics such as this one and its close relation to criminology.
PH02	Study-related harm to YP	Potential study-related harm to YP can be divided into two categories: intervention-related harm and data collection-related harm. The former refers to any potential threat to a YP's mental or physical wellbeing as a result of police presence or lack thereof at school. The latter refers to any potential harm to wellbeing as a result of survey language or being part of interviews/focus groups (e.g. triggering trauma response).	12/06/2023	Participant harm	5	2	10	Survey instruments primarily will draw from common measurement tools with well-understood aims and risks, such as the Self-Report Delinquency Scale (SRDS). Any additional survey items will be reviewed by relevant ethics committees and YP themselves to ensure high quality measurement and low risk of harm. Potential intervention-related harm will be addressed in partnership with schools and police through agreed-upon escalation procedures, which will be documented and widely shared with school staff.
PH03	YP disclosure and safeguarding	In the course of data collection from YP through interviews and surveys, a YP may disclose information that indicates intent to harm/self-harm, previously undisclosed crimes, or other behaviours/situations that indicate the YP's or peers' safety is in question.	12/06/2023	Participant harm	5	2	10	King's will develop a Risk and Safeguarding Procedure that all researchers interacting with participants will adhere to, including an escalation procedure in the case of a safeguarding concern. All researchers will be trained in recognising and responding to participant distress.
PH04	Data security and privacy risk	Tracking offending behaviours necessitates the collection of highly sensitive data on YP. Further, the study is interested in subgroup effects among historically marginalised groups, heightening the need for robust data security and assurances on YP privacy.	12/06/2023	Participant harm	4	2	8	All data collected by the project will be treated confidentially and securely and according to UK GDPR. A DPIA29 and Data Sharing Agreements will be agreed. Data will be stored and transferred compliant with ISO/IEC 27001:2013, following the information security procedures of each organisation. All administrative data collected will be anonymised and would only be identifiable at the school level.

A2. Risk Register (2/6)

Ref ID	Risk Title	Risk Description and Impact	Date ID'd	Risk Category	Impact	Probability	Priority/Risk Rating	Mitigations
PH05	Ethical considerations - EDI	There is a risk that EDI aspects are not adequately considered throughout and therefore the project fails to promote excellent research practices that ensure it is ran in an ethically sound and rigorous manner. As a team, we will have unavoidable unconscious biases and blind-spots.	14/07/2022	Participant harm	3	5	15	Researchers will reflect continually on how EDI considerations can strengthen the research and this will be an agenda item on regular meetings. Topics for discussion might include the diversity of the research team versus the diversity of participants, and diversity of the police forces versus the school demographics and how we can sensitively capture the perspectives of all study participants and stakeholders. EDI questions will feature in interviews, focus groups, and participatory activities to maximise chances to discover and rectify unconscious bias on the team and with respect to our research methods. To unearth possible unconcious bias, we are engaging in an Equalities Impact Assessment, overseen by an independent evaluator, to flag potential threats to EDI principles within our study design and communication strategies.
PH06	Ethical considerations - Increased risk of harm (PiCl)	There may be members of the youth population who are at particular risk of harm as a result of the PiCl intervention, due to observable or unobservable traits, identity groups, or past experiences. More contact with police could place additional stress on the child/young person compared to their peers.	14/07/2022	Participant harm	4	3	12	Police involvement in classrooms will in fact be quite light, with only one lesson taught by police per instructional unit (with each treatment year group only receiving one unit of instruction), so the potential for mental or emotional harm from exposure to police is quite circumscribed. Further, understanding how YP from marginalised groups respond to police in their classrooms is a stated goal of the study, thus we will be closely monitoring possible distress through ongoing conversations with teachers, schools officers, and YP. In the event that the research team observes a possible heightened risk of distress, the relevant classroom teacher and headteacher will be informed in order to provide support.
EV01	School recruitment	The decision for schools to participate in the pilot trial will potentially be a lenghty one, as many stakeholders are consulted and rounds of questions are answered.	12/06/2023	Evaluation	4	2	8	Schools will need to be assured up front that the study is worthwhile to participate in while not potentially creating harm for their students and wider community. Local forces will be instrumental in identifying schools who will be willing partners. The eval team will create recruitment materials such as one-pagers that describe the project and purpose in straightforward language, along with contact information to discuss further questions. Further, relationship-building through school visits is currently underway and school leadership teams have thus far shown positive interest in participating in the study.

A2. Risk Register (3/6)

Ref ID	Risk Title	Risk Description and Impact	Date ID'd	Risk Category	Impact	Probability	Priority/Risk Rating	Mitigations
EV02	Participant attrition	The proposed intervention and associated project timeline is fairly long, at least a year. Schools who are initially recruited, especially among control schools, may disengage as a result of competing priorities, changes in administration, etc.	12/06/2023	Evaluation	4	2	8	Maintaining school and police buy-in for the trial will be essential. Each school and police force will have a dedicated contact in the research team to manage engagement. We will also keep schools engaged through a newsletter about the evaluation. This will be emailed documents so there is no software/printing costs and the newsletter is costed on staff time (engagement with schools). We will use our relationship with NCPCC via regular check-ins, learning and sharing progress about the project goals, asking them for meaningful feedback about the project from their perspective, and maintianing excellent communication that can be passed down to the police officers who are involved in the study.
EV03	Intervention fidelity (PiCo)	There is much variation both within and between schools in terms of the roles police might play. Even if the definition of intervention is clear, the nature of police work (to be responsive to arising needs, many of which can't always be anticipated) doesn't lend itself to consistent, comparable interventions.	12/06/2023	Evaluation	3	4	12	In the case of police in corridors (PiCo), we are interested in the intervention "as-is," so intervention fidelity on its own is not a concern. However, to reflect the potential heterogeneity of PiCo in our analysis, we will develop a "dosage" approach to describe police presence in schools, taking into account various inputs such as hours patrolling, attending staff meetings, number of 1:1 pupil conversations, etc.
EV04	Administrative data inconsistencies	As we plan to use existing administrative data to track the primary outcome measure, this means managing potentially messy data as reporting practices can differ within and between local forces.	12/06/2023	Evaluation	2	3	6	Certain software tools can mitigate things like spelling differences in data entry. In cases where software solutions are limited, manual coding can be done. In order to address possible endogeneity due to differences between local forces in record-keeping, we will stratify randomisation of treatment within forces and can also include local force as a control variable in our analysis. One aim is to pilot the use of the SRDS and test its acceptability .
EV05	Unwillingness of partners/YP to provide self-reported data	Young people may not feel comfortable, safe, or willing to self-report honestly on surveys. Schools may also feel pressure not to report violent/negative incidents for fear of harming their reputation.	29/06/2023	Evaluation	5	3	15	All surveys will be accompanied by a consent form that explains in clear and simple terms that responses will not be traceable back to an individual. Further, we should benefit using survey instruments that have been shown to have high reliability and validity like the SRDS, and any additional survey questions will be co-created with an eye toward being developmentally appropriate and sensitive. For schools, we can similarly assure them that we will take pains to ensure that communicated findings will not be traceable to a specific school. Also we will limit the data needed directly from schools, as we plan to primarily rely on police-provided data.

A2. Risk Register (4/6)

Ref ID	Risk Title	Risk Description and Impact	Date ID'd	Risk Category	Impact	Probability	Priority/Risk Rating	Mitigations
EV06	Increased incidence vs increased detection	Schools officers act both as the intervention and as a measurement-taker. This could lead to over-reporting (over-detection) in schools with police, and under-reporting in schools without.	29/06/2023	Evaluation	3	3	9	We'll limit the extent to which schools are actually providing data for the trial by eg looking at police data, but the over reporting is also a feature of the intervention that we want to understand. That said, we will triangulate across difference sources of data in order to gain a better picture of what is going on, building off of findings during the mapping exercise and the in-depth work with schools and local forces to identify potential additional data sources.
EV07	Highly restricted police data access	Local force data sharing is governed by complex rules and restrictions. We may not be able to access data on at a sufficiently granular level.	07/14/2023	Evaluation	5	3	15	We do not need data at an individual level to conduct this study; if data are provided at a ward-level, we plan to use proxy measures such as geo-location to tie incidents to specific school catchment areas. Further, self-reported data from students will be used to corroborate police incident data.
PL01	Timelines - school calendars	We must work within the bounds of school calendars first and foremost, and then within the reasonable bounds of our staff budget constraints. This presents two risks: the project running over time, and the relevant periods of intervention differing between schools, which introduces time as an extra variable to account forl.	12/06/2023	Project logistics	3	3	9	School recruitment for the autumn 10-school pilot will be done at-risk, while we await final proposal approval. Completing future project steps within the constraints of the school year will depend on close attentiveness to project deadlines.
PL02	Timelines - Staff absences	Staff can fall ill, leave their positions, or otherwise be unavailable for extended periods, which could delay the project.	29/06/2023	Project logistics	3	3	9	Some staff absences are unavoidable, and our proposed project timeline is designed to anticipate some delays. To hedge against the disruption of a prolonged absence of a team member, we are utilising a shared folder of internal documentation/notes, so any ongoing project tasks are documented and can be picked up by another team member. Specifically for the PSHE team, there is a team of subject specialists who are all capable of delivering the work, which provides resilience in the event of absence. On the evaluation team's side, we work alongside team members who similarly could step in in the event of a prolonged absence. Regarding NPCC, if there are changes to key contacts we may need to add time in to ensure they are on-side and we can continue facilitating key relationships. We will add this into the Gantt chart to factor in time for this if needed.

A2. Risk Register (5/6)

Ref ID	Risk Title	Risk Description and Impact	Date ID'd	Risk Category	Impact	Probability	Priority/Risk Rating	Mitigations
PL03	Timelines - Ethical approval	Since we are working with YP in sensitive topics, we may need to go through multiple rounds of ethics approvals, potentially delaying the start of the pilot trial.	29/06/2023	Project logistics	2	3	6	We are taking a proactive approach with the ethics review, having already started gathering the materials and completing paperwork to get our request for review in as soon as possible. Researchers at KCL will send YEF information adn privacy notices to review in advance.
PL04	Communication challenges	As with any project spanning so many organisations (police forces, local authorities, the evaluation team, YEF, NPCC and PSHE etc), communication has the potential to break down.	12/06/2023	Project logistics	3	2	6	Internal communication will take place through a shared software platform (e.g. Slack) and a Sharepoint folder will facilitate asynchronous colloboration over deliverables. Regular internal sync meetings will continue. External communication to partners will be facilitated through a designated relationship manager. For the sake of efficiency and transparency, regular newsletters will be distributed to all partners with project updates. Given the highly complex nature of this project, the research team and YEF will be meeting on a regular basis to discuss the progress of the project.
PL05	Unplanned work	Unforeseen challenges will arise, which can disrupt timelines, create communication challenges, and/or threaten the validity of the trial.	12/06/2023	Project logistics	2	3	6	Administrative staff support had been allocated for in the budgeting, as well as additional time allocation in the project Gantt charts.
PE01	Internal pilot data viability	As the trial proceeds, we may discover that essential pieces of the trial--outcome measures, randomisation protocol, data collection strategy, or RQs--may not be replicable in the efficacy trial, should that proceed. This would potentially threaten the viability of the data collected in the pilot stage to be included in the larger study.	02/10/2023	Proceeding to efficacy	4	3	12	Research question RQ6 implies this risk by asking whether there is anything missing from our LM and ToC. While we acknowledge this risk, we remain optimistic about the viability of an internal pilot and committed to proceeding with an internal pilot as the goal, so that the study may benefit from the added efficiency and respect for research participants' time and work. While the LM and ToC may likely change, this does not necessarily mean the outcome measures or method of testing will also change; rather instead changes could more simply affect interpretation. For example, it might be that there is a context or a response that is important but not included. We could add this without fundamentally changing the mechanism or the outcome (and needing to change measurement protocols), and therefore maintain the legitimacy of the pilot data being used in the full analysis. That said, we are monitoring this risk and have included success criteria that relate to this, and can explore possibilities of continuing with the efficacy trial without using this as an internal pilot.

A2. Risk Register (6/6)

Ref ID	Risk Title	Risk Description and Impact	Date ID'd	Risk Category	Impact	Probability	Priority/Risk Rating	Mitigations
PE02	Withholding treatment, PiCo	As a withholding treatment strategy, the PiCo trial may not effectively capture the effects of PiCo itself, but rather the effect of withdrawing it, which could risk the interpretation and generalisability of the findings.	02/10/2023	Proceeding to efficacy	3	3	9	The reasons for a withholding treatment (as opposed to a more traditional treatment allocation) are twofold. First, we judge that the possible risks associated with police in schools that are documented in the literature (like net widening, labelling) outweigh the risks of removing the schools officer (such as threat of violence), especially since these risks are mitigated by the fact that schools can rely on calls to local police in the event of emergencies (this would be standard procedure regardless). Second, it is logistically simpler to remove a schools officer than to add one; indeed often resource constraints mean that a schools officer can be frequently reassigned to other non-school duties. We identify a risk that the effect of withholding may be different to the effect of never having had, and so we may be estimating slightly different treatment effects depending on the approach taken. However, given the current prevalence of police in corridors in many of the constabularies we have interacted with, the question of withholding is a relevant policy question.

A3. Joint GANTT Chart

A4. Equalities Impact Assessment

Where the EIA relates to proposals which will be decided by committee, the completed EIA or a summary report should also accompany the papers containing the proposals, for information. Further guidance on EIAs can be found on the staff intranet, and Equality and Human Rights Commission and Advance HE websites.

Step One – Context and background to the activity

Initiative title:	Police in Classrooms/ Police in Corridors
Level of EIA	Project
EIA author:	David Westlake and Kate Bancroft
Date EIA started:	October 2023
Background:	

Project in a sentence: RCTs of classroom and corridor-based policing interventions, whereby police officers deliver classroom teaching in accordance with a curriculum set by the PSHE, and whereby police officers are present in schools (corridors) in a monitoring capacity.

Scope: Observations, questionnaires and interviews with professionals and students

Aims of project: To evaluate police in classrooms.

While relying on local police force records does mean introducing a degree of idiosyncrasy to data accessibility, collection and cleaning, we are reasonably confident we can overcome the challenges, based on conversations with local forces. To give an example, it is Met Police policy that all officers taking a crime report involving a young person

(ages 5-17) must also record the school enrolment of the YP in question. This is irrespective of the criminal justice outcome and whether that young person ends up appearing in court (the limiting factor for the PNC). We are already working to identify the appropriate partners at Avon and Somerset Constabulary and other police forces to develop a safe and viable data collection strategy.

To strengthen our measurement strategy, we plan to corroborate police data with self-reported surveys of students. We plan to test using the Strengths and Difficulties Questionnaire (SDQ), which capturesintermediate risk factors that can contribute to offending behaviours (including internalising and externalising behaviours, pro-social behaviours, emotional challenges, etc). Specific secondary outcome measures such as trust and confidence in police, feelings of safety, truancy, and exclusions will be identified as part of the in-depth work with local forces and added to this protocol as an amendment after the scoping stage and before the pilot stage (see anticipated amendment schedule at the top of this protocol).

Step Two – Evidence, data and engagement

The research team are drawing on previous research experience with children and young people to develop suitable methods.

This data gathering is necessary and proportionate to understand the impact of the intervention.

We are using this Equality Impact Assessment (EIA) in our research project which involves children as it is crucial to ensure that our study is conducted ethically and that we are regularly considering the potential impact on different groups within the child population. Here are the steps we are taking to ensure this.

1. Understanding the Equality Impact Assessment (EIA):

We are using the EIA as a systematic process to assess the likely effects of policies, practices, and projects on different groups within this student population, considering issues related to equality and diversity

2. We are familiar with and confident in working within relevant legislation and guidelines

Both David and Kate, as EIA leads, understand the relevant legal and ethical guidelines for conducting research with children, such as the UN Convention on the Rights of the Child.

3. Identifying key stakeholders

We are identifying and involving key stakeholders, including children, parents or guardians, and educators, but we are planning on using relevant community members in the planning of the project also and setting up a Community Consultation group in the future weeks.

4. A carefully created, and peer-reviewed research protocol has been created

We have:

- Clearly outlined the research design, including the objectives, methods, and anticipated outcomes.

- We have developed a robust informed consent process, ensuring that it is age-appropriate and understandable for the children involved.

5. Conducted an Equality Impact Assessment

Identified potential impacts

We have considered potential impacts on different groups based on age, gender, ethnicity, socioeconomic status, disability, etc as outlined below.

Mitigation strategies

We have developed strategies to mitigate any negative impacts identified. This might have involved adjustments to the research design, data collection methods, and dissemination strategies.

6. Involving children in the process

Co-creation approach

We are reaching out to schools and youth groups to involve children in the decision-making process around the questions that will be asked and are considering their perspectives and opinions in shaping the research project.

7. Ethical considerations

Privacy and Confidentiality

We have ensured that privacy and confidentiality are maintained throughout the research process, particularly when dealing with sensitive information and police data (please refer to our risk register).

Data Security

We have implemented measures to secure and protect sensitive data, adhering to all data protection laws and university policy.

8. Continuous Monitoring

Regular Reviews

We are continuously monitoring the progress of the research project and are prepared to make adjustments if new issues or challenges arise.

9. Reporting and Dissemination:

Transparent reporting

We are being transparent in reporting the findings of the research, including any identified impacts and the steps taken to address them.

Accessible communication

We are ensuring that research findings are communicated in an accessible and understandable manner to different audiences, including children.

10. Seeking Ethical Approval

We have submitted our research proposal to an ethics review board and are ensuring that our study aligns with ethical standards.
Consultation:
We are consulting with several student groups, on the suitability of research methods and questions. We will update you on this in our next EIA update.

Steps Three and Four – Impact and mitigation

Protected and hidden characteristics	**Step Three - What is the likely impact?** Detail positive and/or adverse impact and consider whether this impact is widespread or whether this is significant upon a group. Highlight any substantial impact. Consider impact for **all** characteristics before considering mitigation.	**Step Four - What are the mitigating factors?** Consider what actions will be taken to address any adverse impacts (to go into Action Plan where necessary). Or detail on what grounds the risk is accepted.
Age:	Positive impact: Must have capacity Adverse impact: if young people who do not understand the aims or reasons for the study, they may be confused or excluded from taking part.	The study is based in secondary schools and therefore most children should have capacity to consent and understand the aim of the study. We will work closely with staff to ensure those who participate have capacity. We have robust informed consent processes in place.

Disability	Positive impact: data collection with disabled young people would highlight diverse needs of the cohort and any specific adaptations needed for this group. Adverse impact: if data collection is not accessible disabled potential participants could feel excluded and their experiences wouldn't be included	We will seek to ensure materials are suitable for people with a range of disabilities, and if a particular need arises we will endeavour to adapt materials and processes to accommodate the person and give them the opportunity to participate. The exact adaptations will depend on the nature of disability, but it may be creating more visually accessible materials, or working with support workers to undertake interviews in different ways that include participants.
Gender	Positive impact: data collection that distinguishes between gender identities would highlight diverse needs of the cohort. Adverse impact: risks that assumptions about gender could be made, causing offence. Risk that a trans young person could be inadvertently 'outed' by the research	We will take advice from the gender specialists within the PI (including colleagues in GIWL) to seek guidance on this. When being asked about gender identity participants will be able to express their identity in their own words Personal details will be kept confidentially.
Race	Positive impact: data collection with students from a range of ethnic and faith backgrounds would highlight diverse needs of the cohort. Adverse impact: Understanding of the research process, consent and the data collected may be impeded if respondent not competent in English.	We will endeavour to ensure people who do not speak English as a first language are not excluded, where possible by translating documents and using interpreters.
Religion or belief	Positive impact: data collection with students from a range of ethnic and faith backgrounds would highlight diverse needs of the cohort.	We will take a culturally sensitive approach, and avoid asking questions about faith or religion. We will take advice from schools about the specific issues we need to be aware of in relation to religion or belief.

	Adverse impact: research participants may be adversely affected if the data collection methods contradict any faith or cultural requirements	
Sexual orientation	Positive impact: data collection with students from a range of sexualities would highlight diverse needs of the cohort. Adverse impact: risks that assumptions about sexuality could be made, causing offence. Risk that a LGBTQ+ young person could be inadvertently 'outed' by the research	When being asked about sexuality participants will be able to express their identity in their own words Personal details will be kept confidentially.
Pregnancy and maternity	Positive impact: data collection with students who are parents would highlight diverse needs of the cohort. Adverse impact: not including parents would mean that this important aspect would be over-looked in the implementation evaluation Parents may be concerned that their parenting being evaluated?	We will accommodate students who may be pregnant as far as possible, by working with school staff to ensure data collection is undertaken in ways that make participation accessible. We will be clear about the aims and scope of the evaluation in all materials, and when discussing with prospective participants, to avoid misconceptions about the purpose of the study.
Other Specify – e.g. socio-economic background Braille / BSL Please add more rows to the table if needed	Low literacy: some students may have low levels of literacy and may struggle to read consent forms and instructions for data collection.	All materials will be screened for accessibility and alternative options for finding out about the study will be offered if necessary (e.g. verbal). Working closely with schools to identify when this may be necessary will minimise the risk of these students being excluded.

	Social Class Our independent EIA assessor Dr Kay Sidebottom highlighted how social class is a possible area of interest/concern – whilst not noted in the Equality Act it is a significant site of bias/discrimination for children and perhaps worth considering. Positive impact: Surveys can be designed to ensure anonymity and privacy, allowing children to express themselves without fear of judgment. This is particularly important for discussing sensitive topics related to social class and socio-economic challenges. Surveys provide an inclusive means of gathering information from a diverse group of children. They allow for the inclusion of a wide range of voices, ensuring that the experiences of children from different social classes are adequately represented. Surveys enable the collection of standardised data, making it easier to compare responses across different groups and identify patterns or trends within the lower social class demographic and ensuring their voices are clearly heard within the study. Surveys can be useful for researching sensitive topics related to social class, such as crime/policing, or access to educational resources that could help them. The confidential nature of surveys allows children to share their	To address these potential disparities because of social class issues, particularly affecting issues around consent, as researchers we will be mindful of the diverse backgrounds of the parents/guardians of the participants/sample group, we will employ inclusive information designs for parents/guardians providing clear information on what it will include. The research team may also want to critically examine our recruitment strategies to ensure representation from various social classes. This will be difficult to do but important. We will share with parents/guardians a new consent video using simplified everyday language so that it is accessible to everyone. We will also speak to a specialised social class studies academic to get expert opinion on this and will update everyone in the next review of this.

	experiences without feeling vulnerable (e.g., due to its anonymity). Survey data from children in lower social classes can provide valuable insights for policymakers. The findings may inform the development of targeted interventions and policies to address the specific needs and challenges faced by these groups of children. Adverse: Parents might not have access to technology to read through the project details and give consent and there may not be as well represented in the sample. Social class can influence the availability of time for parents/guardians. Parents/guardians from lower socioeconomic backgrounds might be more likely to have multiple jobs or struggle with childcare responsibilities without sufficient funds for childcare, limiting the time they can allocate to read through information about the project. In contrast, parents/guardians from higher social classes may have more flexibility and fewer time constraints, allowing them to engage more readily in research activity and provide informed consent. Parents from higher social classes might have received a more comprehensive education, making them more comfortable with survey language, terminology, and technology and understand what they are consenting to. Social class can influence parents' motivation to participate in surveys. Those from higher social classes might be more	

	aware of the potential benefits of research participation and motivated by a sense of academic curiosity in a way that parents or guardians are not, and therefore more consent might be provided more frequently by parents/guardians who have been to university which could disproportionately impact the sample.	

Step Five – Monitoring arrangements

From now on (Jan 2024) we will set up a quarterly review of EIA and standard reporting of issues arising.

We will follow the agenda outlined below.
Progress Overview:

- We will summarise the progress made in the research project during the quarter in relation to equality, diversity and inclusion.
- We will highlight key milestones, achievements, or anticipated challenges.

Equality Impact Assessment (EIA):

- We will provide updates on the planned implementation of the EIA.
- We will discuss expected changes to the research design, methodologies, or processes based on anticipated EIA findings.
- We will plan to evaluate the effectiveness of mitigation strategies in addressing potential impacts.

Stakeholder Involvement:

- We will explore reporting on our upcoming engagement with key stakeholders, including children, parents or guardians, educators, and community members.
- We will discuss any anticipated feedback and outline planned actions in response.

Ethical Considerations:

- We will review our adherence to privacy, confidentiality, and data security measures.
- We will discuss potential ethical challenges and outline our planned responses specifically relating to EDI issues.

Data Collection and Analysis:

- We will summarise our plans for data collection, including anticipated challenges that may impact things from an EDI perspective.
- We will discuss the methods we intend to use for data analysis and any expected adjustments relating to EDI.

Co-Creation and Participation:

- We will report on our efforts to involve children in the decision-making process.
- We will discuss how we anticipate children's perspectives and opinions will influence the next stages of the research project.

Continuous Monitoring:

- We will evaluate our planned continuous monitoring process.
- We will discuss any expected adjustments or changes we anticipate making in response to emerging issues.

Reporting and Dissemination:

- We will discuss our intentions regarding transparency in reporting, including anticipated impacts and planned steps to address them.
- We will highlight our efforts to communicate findings in an accessible manner to different audiences, including children.

Future Plans:

- We will outline plans for the next quarter, including upcoming activities, events, or milestones relating to EDI.
- We will discuss how feedback from the quarterly review will inform future actions.

Compliance and Ethical Approval:

- We will confirm ongoing compliance with ethical standards.
- We will provide an update on the expected status of ethical approval.

Recommendations:

Based on the review, we will make recommendations for any adjustments or improvements in the upcoming quarter in relation to EDI.

Step Six –version control

Please add more rows to the table if needed

Version control	
Version number:	2
Date for review:	February 2024
Notes for review:	

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The Youth Endowment Fund Charitable Trust

Registered Charity Number: 1185413