

Lincolnshire Police



Mini Police Lesson Plans

CALL YOUR LOCAL POLICE		101	IN AN EMERGENCY ALWAYS CALL 999
FOR NON-URGENT INCIDENTS, REPORT ONLINE www.lincs.police.uk/onlinereporting			



Lincolnshire
POLICE
policing with **PRIDE**

1st August 2018

NOMINATIONS

Key Stage Two. Year 5/6 engagement x 1, Year 4/5/6 nominations engagement x 1.

Annual.

Equipment – Voting slips, pencils, poster to assist with initial presentation, result sheet, Mini Police contract, Mini Police Uniform.

PROGRAMME START

PSHE – Skills, self awareness, relationships, lifestyle choices, rights and responsibilities and career.

SMSC – Self esteem, self confidence, show initiative, participation in a democratic process, voting and Pupil Voice.

FBV – Rule of law, Respect for democracy.

Synopsis

To nominate the School/Academy and Lincolnshire Police Ambassadors for the Mini Police Team. All Mini Police Teams should be represented by three (minimum) five (maximum) year five students and three (minimum) five (maximum) year six students so there is room to grow and develop in the role this is dependant on individual school class sizes/cohorts. The children will be voted into position. After the first year, nominations will only occur in year five. This will assist the children in learning how a democracy works and assists them with learning who Lincolnshire Police is and how they can help their communities.

Programme

Attend school (1st year) class discussion with all year five and six students, if second year of the program only year five. Explain the program and how they can get involved. After the initial talk the children who are interested will be given a week to prepare their speeches on how they can demonstrate the skills needed.

- Commit to working towards ensuring all pupils respect each other.
- Look to address problems or conflicts within school.
- Act as an ambassador for Lincolnshire Police, school and community.
- Distribute advice and share information to pupils, parents and members of the community.

- Playground patrols to celebrate good behaviour (stickers to be provided to Mini Police Teams) and identify bad behaviour or upset children. (Playground Police).
- After the programme guidance hold a “Who is Lincolnshire Police” and “How do the police help your community” talk explain the role of the facilitator. (police talk).

Nominations

Invite all years four, five and six to listen to the nominations. All children who would like to be considered should sit at the front of the audience facing into their peers. If the school has more than one form entry divide the candidates into classes and make it clear that the voting slip must represent who they want to be the Lincolnshire Police Ambassador in each class. Highest voted candidates from each class will be successful. If the school/academy has a small cohort consider a smaller Mini Police Team for example three instead of five per year group. All children can vote including the candidates and not for themselves. Police representative to check the voting slips as no knowledge of the children therefore making it a fair democratic process.

On identifying your Mini Police Team organise a Pupil Patrol rota for break and lunch times, this schedule can be displayed on their Mini-Police noticeboard. Nomination results sheet to be kept in school for verification or to replace vacant positions if needed.

Post Event

Schools to upload the photographs on the website, noticeboard including updates on social media accounts if they are social media active. Be mindful of internet access (GDPR) at this stage for the individual candidates.

Twitter Handles

@lincspolice @schoolname @LincsMiniPolice #nominations #fundamentalbritishvalues #democracy #communityengagement #pupilvoice

Notes for Nominations Lesson

- **Democracy** – A system of government based on the belief in which power is either held by elected representatives or directly by the people themselves.
- **Fair democratic vote** – An election is considered “free” when you can decide whether or not to vote and vote freely for the candidate or party of your choice without fear or intimidation.
- **Ambassador** – A representative or promoter of a specified activity.
- **Pupil Voice** – The term ‘pupil voice’ refers to ways of listening to the views of pupils and/or involving them in decision-making. A feature of effective leadership is engaging pupils as active participants in their education and therefore making a positive contribution to their school and local community. It encourages pupils to become active participants in a democratic society.



Lincolnshire Police



Mini Police

Lesson Plans

NATIONAL PRIORITY



CHALLENGING DIVERSITY

Upper Key Stage two engagement (Years 5/6) x 1, Mini Police engagement x 1.

Two yearly.

Equipment – Form to compliment video. Facility to play video clip via a website link, Flipchart paper and pens

NATIONAL PRIORITY

PSHE – Personal qualities, attitudes and differences, relationships, diversity & equality, human rights, power and career.

SMSC – Tolerance, harmony and appreciation, encourage respect, freedom to choose, combat discrimination and democracy.

FBV – Mutual respect, democracy, tolerance of different faiths and beliefs, British tradition and heritage.

Synopsis

Gender stereotypes are defined between the ages of five and seven (BBC Cbeebies). This lesson is to tackle and explore stereotypes, pre-empt prejudice and learn to see people as individuals. Live in harmony and embrace “All Different, All Equal”. Stereotypes are “effortless brain reference points”. Stereotypes are not necessarily a problem as long as it doesn’t affect our attitudes and behaviours to others.

Programme Plan

Whole class engagement

Use the Mini Police to hand out the blank forms and show first part of the video with introductions. Before moving on ask all children to complete the blank forms with what they believe is their job, favourite colour and hobby. When completed collect the forms back in. Save the form for data collection. Next on a board or flip-chart write two titles “BOY” “GIRL” and ask for examples for each circle:

- What sport do they like best?
- What do they want for their birthday?
- What do they get told off for at school?

- What job they want when they grow up?
- What is their favourite colour?
- What hobbies do they like?
- What personality traits do they have?

Look at the following “gender rules” and add to your circles “Be sensible” “don’t cry” “be good at fixing things” “be neat and organised” “don’t be affectionate” “be gentle” “take risks and be daring” “love sport”.

In a class discussion ask why these rules should be challenged and what is wrong with these stereotypes around the circles.

Next divide the children into groups by hair colour explain blond hair will be together as they are “not clever” then brown hair as they are “nerdy” red hair as they are “different” and black hair as they are “goth”. Then get them to talk in their groups to ask how they feel about this prejudice over a simple hair colour. After five minutes get each group to feed back. Explain this is not how you as the facilitator feels but how would it feel to be segregated because of how we look?

Divide the class into two, if working with more than one class, suggest splitting the group into two different locations at this point and ask to debate **“Is prejudice right?”** Have one **For** and one **Against** group. (10 minutes maximum) let the children lead.

Post debate, bring all children back together and ask “What is wrong with prejudice?”

At the end of the session show part two of the video clip which will reveal the speakers name, occupation, favourite colour and hobbies, look at the forms and read out randomly selected answers from the forms compiled at the beginning of the session these answers will probably not correlate. Finish the session by asking “What have you learnt?”

Mini Police to compile the session information in the form of a poster, blog or v-log for the noticeboard and document within the school social media and website accounts.

Twitter Handles

@lincspolice @schoolname @LincsMiniPolice #challengingdiversity #breakingstereotypes #pupilvoice

Appropriate Quotes

“In diversity there is beauty and there is strength” Maya Angelou

“Everybody is a genius but if you judge a fish by its ability to climb a tree it will live its whole life believing it is stupid” Albert Einstein

Notes for Challenging Diversity Lesson

- **Stereotypes** – A widely held but fixed and oversimplified image or idea of a particular type of person or thing. “to have a set idea about what a particular type of person is like, especially if the idea is wrong”.
- **Unique** – Being the only one of its kind “unlike anything else”.
- **All Different, All Equal** – All human beings are universally equal and specifically different. (Human rights movement).
- **Prejudice** – Preconceived opinion that is not based on reason or actual experience.
- **Diversity** – showing a great deal of variety; very different. “a culturally diverse population”.



DIGITAL RESILIENCE “LIFE IN LIKES”

Upper Key Stage 2 (Year 6) engagement with a Mini Police debrief.
Yearly.

Equipment – Flip chart paper, pens, post it notes and tabletop prompts within the resources pack. CEOP video (jigsaw 8-10) and online family agreement template.

NATIONAL PRIORITY

PSHE – Relationships, Power and risk Management.

SMSC – Pupil Voice, Law, Tolerance and Respect.

FBV – Mutual Respect, Rule of law and Individual liberty.

Synopsis

The children’s commissioner wrote a report (January 2018) “Life in Likes” which looks at the effects of social media in children aged eight to twelve years old and examines the way children use social media and its effects on their wellbeing. It shows how young children use platforms which social media companies say are not designed for them. Whilst most social media sites have an official age limit of thirteen years, some research has suggested three quarters of children aged between ten and twelve have a social media account. This programme is about giving children the tools to help protect them in these changing times.

****dependant on school size this program can be adapted for just the Mini Police Team****

Programme Plan

Table-top session with year six. Attend school and dependant on class/cohort size divide children into groups with possible non mobile phone users interspersed equally. Each group will get 40 minutes rotating across three/four topics (maximum 10 mins per table). Advise that this is an information gathering exercise about those pupils, express that you are “Not here to tell them not to use but to advise them of the dangers and how to prevent harm to themselves and others online” ask for absolute honesty. After the tabletop session collect the individual post it notes completed by the children under each header listed below or the paper with comments written upon.

Online Family Agreements (Card 1)

Rules surrounding electronic device use. Think about and discuss – What should be on one? Who’s responsibility is it? Why would you have one? Parents Roles? Children roles?

Permanence of the Internet (Card 2)

Think about and discuss – How long is it there for? Who can see what you post? Think about screen shots? Can people share without the owners knowledge? What apps allow you to share peoples posts?

Privacy Settings (Card 3)

Think about and discuss – What are they? Are we giving away too much? “The more you share, the more people learn about you” Could your posts be used by online bullies. Can future schools, universities and employers search for you? “Friends, friends of friends, everyone” What does this mean?

What is your responsibility when posting online? (Card 4)

Think about and discuss – If you’re posting about others, would you want it shared if it was you? What IMPACT does your post have on others? Are you hurting others? Do you have permission to share? ASK.

What is Cyber Bullying? (Card 5)

Think about and discuss – Why do people find it so easy? How do people bully online? Are you a “Good friend” on the internet? What should you do if you receive frightening or bullying messages? How many ‘mean’ messages do people have to send to become a ‘cyber-bully’?

What is Social Media? (Cards 6 and 7)

Think about and discuss – How many in group have an account on social media? Can the viewers ID your age? Look at each Social Media logo and write what it is? Age restrictions? Positives and Negatives?

Second Session – Assembly with year 6 (60 minutes)

- Intro. PCSO to give feedback from the year six workshop. Dependant on the school pick your “crisis point” revealed in your tabletop session and cover for example “digital footprint knowledge” “online bullying” you will know each schools main issue once tabletop responses are viewed.
- CEOP video (jigsaw 8-10 years) old resource but currently one of the best. Discuss. This will be included within the electronic Mini Police documents. **Also included will be CEOP “consequences” (info sharing) and NSPCC “I saw your willy” (nude photos) in case extra resources needed.**

Guess the App Session – Assembly

Don’t show any social media app logos at this stage, use a clipboard to hide logo.

From the details given by the children during the classroom session, discuss only the apps that they know/are using, and give a brief outline of the good and bad points and see if they can name the app. When they have guessed show them the logo. Assembly app cards (Cards 8A–8L).

You do not need to be judge or jury, but just provide general insight of how each app can be both good and bad depending on their level of knowledge. Reinforce the need for privacy and security settings.

You have also been supplied with a sheet of other social apps that children are using in case you get asked about them with brief details.

****Don't talk about an app they don't know about****

Online Family Agreement

Get the Mini Police to design and develop an Online Family Agreement in school either blank or populated and send out to parents in school.

Twitter Handles

@lincspolice @schoolname @LincsMiniPolice #digitalresilience #onlinesafety

Notes for Digital Resilience Lesson

- **Cyber-bullying** – The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature. “children may be reluctant to admit to being victims of cyberbullying”
- **Screen shot** – An image of the data displayed on the screen of a computer or mobile device.
- **Social Media** – Websites and applications that enable users to create and share content or to participate in social networking.
- **Privacy settings** – Controls available on many social networking and other websites that allow users to limit who can access your profile and what information visitors can see.
- **Age restriction** – An age limit is the oldest or youngest age which you are allowed under particular regulations to do something. In some cases there is a minimum age limit
- **Digital footprint** – The information about a particular person that exists on the internet as a result of their online activity.
- **COPPA** – Children’s Online Privacy Protection Act. COPPA imposes certain requirements on operators of websites or online services directed to children under 13 years of age. This is why it is important not to lie about your age as your data, if over 13 years, will be shared with other parties (USA Fed Law affects UK children on global sites).



LINCOLNSHIRE FATAL FOUR

Mini Police engagement with follow up community engagement.

Two yearly.

Equipment – Slow down leaflets, Clipboards for interview questions.

NATIONAL PRIORITY

PSHE – Avoidance of risk, behaviour and strategies in different environments, responsibilities when considering freedom and justice.

SMSC – Confidence, right from wrong, criminal law, show initiative to contribute positively to the wellbeing of others, Pupil Voice

FBV – Rule of Law and how it protects individuals.

Synopsis

To know the risks around speeding, drink/drive, seatbelts and mobile phone use at the wheel (Fatal 4) whilst also being aware of the dangers and consequences. The Mini Police Team can spread the news of the Fatal 4 into their local communities and beyond embedding and sharing the knowledge and creating an impact. To help the Mini Police Team build confidence in public speaking.

Programme Plan

Meet with the Mini Police Team at your individual schools and discuss why we have speed restrictions and educate against the Lincolnshire Fatal 4. Try to make your session question led. The children will know the answers just guide them to the right answers.

First Question – Why do we have speed restrictions?

Try to get answers such as:

- Reduce accidents
- Turns in the road
- Road conditions that you cannot drive fast on, higher risk of driver error
- High volumes of children
- People
- Houses, low speed limit
- Prevent serious injury

Second Question – What are the speed restrictions and why do we have them?

Example answers: to enable people to stop in time without causing an accident.

- 20 Mph – schools/more children (Advisory)
- 30 Mph – towns, shopping areas and houses (Built up areas with street lighting)
- 40 Mph – busy roads with few houses and hazards
- 60 Mph – country roads, single carriageway (less urban)
- 70 Mph – motorways and dual carriageways

Third Question – What do you think is the Fatal 4 and why?

Example answers:

- Speed (too fast to stop)
- Mobile phone (lack of concentration)
- Seatbelts (thrown around in the car)
- Drink/Drugs (cannot see/cannot concentrate, blurred vision)

Devise an interview for speeding drivers of questions with an introduction of who your Mini Police are and which school they are representing. Develop together as it must come from the children. Slow Down leaflets from HQ should be used also.

Second Engagement (Optional per Academy/School)

Collect children and walk them to an appropriate spot within the community (30mph speed limit) to complete speed checks along with two police staff and a speed gun. Try to pull over all cars going above 30mph and if under 40mph offer them to take part in a police speed initiative which will take ten minutes of their time. Then allow the children to interview the driver. The Mini Police Team can display this engagement into a data table.

Promote the engagement with photographs, social media and display within schools on their designated notice boards. Try to include driver quotes.

“far more impactful than getting a ticket” Spilsby, 2015

A driver who had been stopped for driving 35mph returned and said *“can you interview my husband, I know he’s not speeding but it really made me think”* Spilsby 2017

Post Event

Schools to upload the photographs on the website, noticeboard including updates on social media accounts if they are social media active. Mini Police can feed back to their relevant classes.

Twitter Handles

@lincspolice @schoolname @LincsMiniPolice #speedawareness #communityengagement #pupilvoice #fatal4

Notes for Fatal Four Lesson

- **Speed Restrictions** – Speed limits are used in most countries to set the maximum speed at which road vehicles may legally travel on particular stretches of road. A speed limit of 30 mph applies unless stated otherwise. The first maximum speed limit was set in 1861 and was 10 mph.
- **Mobile Phones** – Can be driving and static to be an offence.
- **Seatbelts** – Cover the requirement to wear.
- **Drink/Drugs** – Can be prescription as well as illegal drugs.



SCAM AWARENESS – FRIENDS AGAINST SCAMS

Class engagement with year 5/6 x 1, Community engagement with Mini Police Team.

Two yearly.

Equipment – Friends Against Scams resource pack, Scam leaflets for follow up public engagement (from HQ)

NATIONAL PRIORITY

PSHE – Online behaviours, relationships, boundaries, power and risk management.

SMSC – Pupil voice, respect, showing initiative in their local communities.

FBV – Rule of law.

Synopsis

A chance to learn about scams and turn their knowledge into action through engagement with their local communities. Scams affect the lives of millions of people across the UK and people who are scammed often experience loneliness, shame and social isolation.

Programme Plan

****All facilitators to be trained prior to delivery****

Friends Against Scams will **S**tart
Taking
Action
Now
And **D**eliver the message against scams

Please complete your “Friends Against Scams” resource pack provided by National Trading Standards. Update a Lincolnshire Police “Friends against Scams’ Scambassador to access your pin badges. Teachers present during your session can also be included in your numbers. These numbers will be used for “Friends Against Scams” data.

Second Engagement

All training to be followed up with a Mini Police engagement within the local community: supermarkets, post offices, local chemists and other public events. The Mini Police Team to document with a simple photograph grab, noticeboard update and/or a social media input.

Twitter Handles

@lincspolice @schoolname @LincsMiniPolice @AgainstScams #communityengagement
#scamaware



ANTI-BULLYING

1 x Year 5/6 engagement, 1 x Mini Police engagement.

Two yearly – November where possible.

Equipment – Paper, pens, Flipchart paper, sentence headers if prefer to stick on the Flipchart, puzzle tile template.

NATIONAL PRIORITY

PSHE – Relationships, respect and risk management.

SMSC – Self knowledge, self confidence, maintaining boundaries, power, diversity, Pupil Voice.

FBV – Rule of law, individual liberty, tolerance and harmony.

****Please be mindful of the National Anti-Bullying campaigns ran every November where possible we will align with those campaigns****

Synopsis

Bullying is always present within schools with the main type of bullying occurring on a digital platform at home, so the knowledge and information is not always revealed within schools. Children will explain it is easier to bully online as it is faceless and its easy to text an insult rather than look straight into their face and see the upset caused. This is also covered within the Digital Resilience package.

Programme Plan

Discussion session. Consider running the first session as a whole class engagement with Year 5 and 6. Complete a mind map or several mind maps on a large scale on “Why bullying happens” and “how do we change that mindset?” Think of headers such as:

- What is bullying? Social, direct (public, to your face), Cyber (online), Physical (kicking, hitting, pushing), Indirect bullying (looks, social exclusion, rumours, gossip, graffiti)
- Explain bullying. Is it just one occasion?
- Where does bullying happen?
- Why does a bully, bully?
- What are the effects of bullying?

- What does “All different, All equal” mean? Do we know any other bullying catchphrases?
- Coping methods if bullied. Who do you tell? What can you do?
- Words can hurt me too? What makes words so impactful?
- “Don’t judge” what does that mean?
- How does “everyone fits in here” look to you?
- What does the word “STOP” mean and how can we stop the behaviour if unable to say no to the bullies face?
- What are the consequences for the bully?

Display mind maps in and around the school to show the work year 5/6 have completed OR the Mini Police Team around bullying and the effects on young persons life’s in and out of school. Share the children’s findings and ideas after the session and check if we can add policing advice into the mind maps.

Second Engagement

All Mini Police to be given a blank puzzle piece and asked to draw “What bullying is to them” or “How they can seek help if bullied”. Puzzle pieces to be placed on their designated noticeboard or in their classrooms to show the effects of bullying and to signify how no matter how different we all are, we can still all fit together as a society.

“All Different, All Equal”

Post Event

Schools to upload the photographs on the website, noticeboard including updates on social media accounts if they are socially media active. Mini Police can feed back to their relevant classes.

Twitter Handles

@lincspolice @schoolname @LincsMiniPolice #alldifferentallequal #pupilvoice
#antibullyingweek #workingtogether

Notes for Anti-Bullying Lesson

- **Bullying** – Repeated behaviour which is intended to hurt. A power imbalance meant to cause upset, harassment or intimidation.
- **Where does bullying happen?** – It can happen anywhere.
- **Why does a bully, bully?** – There is always a reason why someone chooses to bully, no one is born bad. The behaviour could be because something is happening outside the school environment which would cause them to demonstrate and bring this behaviour into school.
- **What are the effects of bullying?** – It can affect a persons mental health and wellbeing which may in turn affect their school work, sense of belonging, circle of friends etc.
- **What does “All different, All equal” mean?** – All human beings are universally equal and specifically different, differences can be as simple as eye colour, hair, skin, clothes or height.
- **Coping methods if bullied. Whom do you tell? What can you do?** – Always tell a teacher if you are being bullied at school or out of school. Tell your parents or carers so they can support you during this difficult time. If you are being bullied on the way home from school, see if there is another route you can follow or someone you can walk home with.
- **“Words can hurt me too” What makes words so impactful?** – Often bullies will tease you about personal things for example your hair colour and the clothes you may wear, this is why it can be very upsetting.
- **“Don’t judge” what does that mean?** – Sometimes we need to offer support for the bully as well as the victim to find out why they are carrying out this behaviour and help them to change their actions.
- **How does “everyone fits in here” look to you?** – We embrace all kinds of diversity, irrespective of personal differences. We are all equal.
- **What does the word “STOP” mean and how can we stop the behaviour if unable to say no to the bullies face?** – Start Telling Other People, don’t face being bullied on your own.
- **What are the consequences for the bully?** – Penalties for bad behaviour can be exclusion, school punishments for example red cards, missing out on opportunities for school trips and special roles within school. It could even lead to arrest dependant on circumstances.



ANTI-SOCIAL BEHAVIOUR/CRIME

1 x Year 5/6 assembly and 1 x Mini Police engagement.

Two yearly.

Equipment – facility to play a PowerPoint presentation, internet access.
Pens and paper.

NATIONAL PRIORITY

PSHE – Relationships, risk Management, living in the wider world.

SMSC – Rights and wrongs within criminal law, Pupil Voice, Show initiative.

FBV – Rule of law.

Synopsis

We are seeing that theft, assault, criminal damage, weapons possession, truancy, use of legal highs and gang culture is on the rise within the younger generation nationally with headlines hitting the news regularly. The idea is to educate the older students within the school about the how and why our actions can result in greater consequences further down the line.

“Diversionary education and intervention act in preventing offending” Barnardos

Statistics show us that:

Fearless - Crimestoppers

- There is a growing concern that more and more young people are getting involved in criminality, particularly gangs and violence involving the usage of weapons. 39 children and teenagers in the UK were stabbed to death in 2017. Juveniles (aged 10-17) were the offenders in 21% of cases of all knife crime incidents in the UK.

Barnardos

- “Once in the criminal justice systems 72% of people re-offend within the year. The suspects come from the poorest/disadvantaged families.
- 60% have significant speech language and communication difficulties.
- 1/3 of youths in custody have a mental health disorder which is three times higher than the general public.
- Have a history of abuse or bereavement.
- 1/2 in custody are in local authority care.

- Support is so low that it is difficult to turn around lives post prosecution which could turn into a lifetime of offending.
- Children in care face separation from families, friends, isolation from their community, and interruption from education, employment and training.”

Programme Plan

Hold a full assembly with years five and six using the PowerPoint presentation as a guide for anti-social behaviour.

Open questions; ask for a voluntary answer.

- Why do young people commit crime?
- What are the most popular crimes committed by younger people?
- What is a gang? Think about how other words work and sound i.e. “team” “group”
- What is criminal damage? Cover the definition and whether act is **Reckless** or **Intentional** – still damage?
- What is a weapon? (Consider anything not just the Police definition)
- What is a consequence? And how do your actions reflect what happens next?

Slides will populate with the relevant information but try to get the answers via open discussion first before slides are shown. Post assembly ask **“Is there anything else you need to know?”**

Second Engagement

Hold a briefing with the Mini Police Team and explain how the programme goals fit with current Lincolnshire Police priorities. Produce a role play in relation to the topic to be filmed and shown to their peers in year five and six. Mini Police to develop the script but check it is “definition correct” to be placed on school websites under a Community Mini Police tab. **OR**

Mini Police to design posters to be placed on the designated noticeboard by school contact with titles **GANGS, WEAPONS, CRIMINAL DAMAGE, CONSEQUENCES.**

****Considerations to run this topic in the same term as the Local Priority “Crime Prevention” ****

Twitter Handles

@lincspolice @schoolname @LincsMiniPolice #tacklingstereotypes #Antisocialbehaviour #crimeprevention

“Always let your conscience be your guide” Jiminy Cricket, Pinnochio

Notes for Anti-Social Behaviour/Crime Lesson

- **Theft** – Dishonestly appropriates property belonging to another with the intention of permanently depriving the other of it.
- **Handling** – Handles stolen goods knowing or believing them to be stolen. Dishonestly undertakes or assists in their retention, removal, disposal for the benefit of another person.
- **Criminal Damage** – Without lawful excuse destroys or damages any property belonging to another intending to destroy or damage such property or being reckless as to whether any such property would be destroyed or damaged.
- **Assault** – It is an offence for any person to unlawfully assault or beat another.
- **Offensive Weapons** – Any person without lawful authority or reasonable excuse, has with him in any public place any offensive weapon is guilty of the offence.
- **A Weapon** – Anything that is made or adapted to cause harm. This could mean anything could be a weapon the slide show will suggest even a ruler or pencil could be a weapon.

****Answers will populate on the slides for all questions****



Lincolnshire Police



Mini Police

Lesson Plans

LOCAL PRIORITY



BIKE MARKING

Mini Police engagement which involves whole school.

Two yearly.

Equipment – Cycle theft posters, bike passport packs, bike marking letter.
'This Property is Secured' stickers.

LOCAL PRIORITY

PSHE Education – Living in the wider world, risk and responsibility.

SMSC – Self confidence and knowledge. Show initiative through behaviour and how they can contribute positively to lives living in the local area to school.
General knowledge and respect.

FBV – Rule of law and how assists in the wellbeing and safety of others.

Synopsis

Reduce bike thefts by holding a designated security marking event for the whole school community which will assist Police with lost and stolen property. The Mini Police Team will be given extra information on crime prevention techniques that the police use. With obesity and healthy living being a rising concern within schools it is important to support children getting out onto their bikes, children who cycle to school are more likely to meet the recommended fitness levels between the ages 4-16. Currently only 3% of children choose to cycle to school.

Programme Plan

First Session

Attend and brief Mini Police on security marking including Immobilise. Plan time, date and location and send a letter out to parents one week prior to event. Engagement to be advertised on school website.

Second Session

Cycle theft poster to be issued to schools and put up during the event. Mini Police to learn how to property mark. Individual classes to be brought out by teachers with a postcode list. All children have their bike marked by the Mini Police Team.

Mark the bikes with the UV pen on the underside of the central post. You can also put this along the handlebars. Place a "this property is security marked" sticker on an easy to see location. Hand out the bike passport and immobilise leaflet for the children to take home.

Encourage the children to register their bikes on immobilise the national police property register. They can record all their equipment at home with a serial number for example mobile phones, televisions, games consoles, headphones etc.

Offer for the parent body to bring in younger siblings bikes on school close (dependant on school numbers). (120 minutes).

****Optional – Lincolnshire Police may be able to provide bike lights, rucksacks and various other safety measures for bicycles to be sold during this event if the school requests.**

Post Event

Schools to upload the photographs on the website, noticeboard including updates on social media accounts if they are social media active.

Twitter Handles

@lincspolice @schoolname @LincsMiniPolice #bikemarking #communityengagement #crimeprevention

CRIME PREVENTION

Mini Police engagement x 2 which includes a KS2 (Years 4, 5, 6) assembly.
Two yearly.

Equipment – Footprint leaflet, handbrake leaflet and the Home Security Assessment toolkit from Headquarters included in resource pack.

LOCAL PRIORITY

PSHE – Identify and manage risk including maintaining the safety for self and others through behaviour and strategy.

SMSC – Self confidence, self knowledge, show initiative to contribute to those living and working in their local communities.

FBV – Rule of Law.

Synopsis

Raise awareness of crime reduction and community safety at school and the local area therefore learning how to keep homes secure and carry out a crime survey.

Programme Plan

Session One

Mini Police to go out on foot patrol with a police representative, children to identify positives and negatives in relation to crime prevention at the local properties within the area. Mini Police Team to record sightings in their pocket books to discuss with their police representative on their return to school. It would be useful to take a camera to visually record some details for their assembly later. Issue warning letters and engage with the public for open doors or unlocked vehicles by putting HANDBRAKE/FOOTPRINT leaflets through the doors. At the end of the day send home “Home Security Assessments” to year 5/6 parents and ask to complete and return.

Positives; alarms, CCTV, security lights, Neighbourhood Watch stickers, good fencing and lighting.

Negatives; garage doors open, vehicles unlocked, unlocked garages and open windows.

Session Two

Mini Police to compile a crime prevention assembly with the data and statistics from your home security assessments and walk out into the public. Display what they've learnt to Years 4,5 and 6 using role play, PowerPoint or speech.

Post Event

Schools to upload the engagement onto the website, noticeboards and social media.

DO NOT use the location photographs that were documented whilst out on patrol only photos of the children.

Twitter Handles

@lincspolice @schoolname @LincsMiniPolice #crimeprevention #communityengagement #pupilvoice

RANDOM ACT OF KINDNESS

One assembly, Mini Police engagement (recruited team of spies).

Annual.

Equipment – Ability to play a PowerPoint. Kindness tokens, Mission Possible print out.

LOCAL PRIORITY

PSHE – Attitudes and influences in social circumstances, healthy relationships, power and manifesting behaviours.

SMSC – Self knowledge, self esteem, self confidence, responsible for our own behaviour, importance to identify and combat discrimination, extra curricular act.

FBV – Mutual respect.

Synopsis

To identify how a simple “Random Act of Kindness” can change the local community both in schools and beyond.

Programme Plan

Show PowerPoint presentation within a school assembly setting, dependant on school, decide whether you stick to whole school, years 3,4,5 & 6 or just years 5 & 6. After the third slide ask for examples of kindness, try to get answers like; donate food, clothes, toys, make a drink for someone, give a gift, smile at everyone you come across, free hugs to family and friends, call your grandparents, volunteer, pick up rubbish, send a handwritten note or text, walk a dog, hold the door open, positive post its, babysit, send flowers, say please and thank you, say hello, plant a tree, help a neighbour. Consider “smile” tokens or “words of kindness” cards examples can be found on the neighbourhood shared drive or the electronic link. After the assembly, visit each class in KS2 (years 3,4,5 & 6) and ask the teachers in secret for two volunteers to be kindness spies (this is a secret mission).

Kindness spies along with the Mini Police Team to be issued their “Mission Possible” to complete 7 spy kindness tasks within a 7 day period, complete the form and feed back to the Mini Police Facilitator to be documented on the school noticeboard for Mini Police. Mini Police to feed back the secret mission to individual classes.

Consider whether your Mini Police Team could coincide this task with a community litter pick after this engagement as it fits in with the “Random Act of Kindness” ethos and takes the task

into their community, the District/Town Council can help facilitate this by attending the event and providing litter pick equipment and collection by arrangement.

Twitter Handles

@lincspolice @schoolname @LincsMiniPolice #randomactofkindness #secretspies
#litterpicking #communityengagement

"No Act of Kindness, no matter how small, is ever wasted" Aesop

SAFE STRANGERS

Whole school community 2 x assemblies (Years – Reception, 1/2) and KS2 (Years 3, 4, 5, 6) with Mini Police follow up.

Two yearly.

No equipment needed just the lesson plan.

LOCAL PRIORITY

PSHE – Change, Power and risk management.

SMSC – Pupil Voice.

FBV – Rule of law.

Synopsis

Most children will describe strangers as scruffy unkempt characters with dark clothing and boots this programme changes the mindset that not all strangers are viewed as they are in the media. It gives them tools to allow them to grow in their own knowledge and how to deal with risk.

Programme Plan

“What does a stranger look like?” Describe with a show of hands. Head to toe descriptions including gender. Recap. Give a clean stereotype description. Are they a stranger? Ask for two answers from the eldest and youngest.

Recap – “Unless you know them personally they are both strangers” “Strangers can look like anyone. Am I a stranger?”

What is a safe stranger? Ask the children and offer the answers “Emergency service workers, shop workers, mums with children, dads with children”

What is a safe place? If you’re in danger or lost – Lifeguard station, shops, restaurants, police stations, schools. Ask the children to think of their own individual towns. Where are their own safe places in their local area?

How might you meet a stranger? Examples might be – Asking for toys, sweets, ask to show you a location, disobey instructions from a parent, get into a car. High risk places may be alleyways, woods, parks and forests. If you get lost from your parents or you are out on your own playing with your friends, be aware of your surroundings this could just as easily be a busy place for example a shopping centre too.

Remember:

- **NO** – shout NO if someone approaches you and asks you to go somewhere or offers you something.
- **YELL** – Shout out and scream as loud as possible. You need to attract attention to your situation.
- **RUN** – Get away, kick, punch, bite and run away as fast as possible to a safe place.
- **TELL** – Tell a trusted adult. This is very important as it may help other children. Do not be afraid to report it. It isn't your fault and remember a description.

Mobile Phone Usage

KS2 (years 3,4,5,6) children to be reminded regarding mobile phone use whilst walking down the street, can we see and identify all hazards if looking at our phones? A role play is useful- children will laugh which offers more impact.

Song with Session Recap

If approached by a stranger and we need to call the police, how would we describe that person?

- **HEAD** – What is on their head, hair, glasses, piercings. male or female.
- **SHOULDERS** – What is their top like, colour, sleeves, long or short sleeves.
- **KNEES** – How would you describe their bottom half trousers, shorts, colour, build.
- **TOES** – What shoes do they have on how would you describe them.
- **EYES, AND EARS AND MOUTH AND NOSE.**

****Strangers can be anyone****

The Mini Police team can be used as volunteers during the assembly and to document the engagement in the form of a poster placed on the noticeboard, blogging/vlogging. Giving information and leaflets to upper KS2 children (Years 5/6).

Twitter Handles

@lincspolice @schoolname @LincsMiniPolice #safestrangers #communityengagement #communitysafety

SCHOOL PARKING

Mini Police engagement including a playground engagement.

Two yearly.

Equipment – A1 size zig zag signs with “No Parking” notice for school fences and gates. Zig Zag car notices to place on parents cars (HQ can provide and are also available without reference to the zig zags). Pre-designed tickets available from HQ.

LOCAL PRIORITY

PSHE Education – Identify, assess and manage risk including maintaining the safety for self and others through behaviour and strategy.

SMSC – Self confidence, self knowledge, show initiative to contribute to those living and working in their local communities.

FBV – Rule of law that assists in the wellbeing and safety of others.

Synopsis

To address the issues of parking outside school gates and entrance roads explaining the dangers of parking in controlled areas and how incorrect parking positions can put other children in danger when arriving and leaving school.

****Consider charities such as THINK, BRAKE and LINCOLNSHIRE ROAD SAFETY PARTNERSHIP (LRSP) as they also run school road safety schemes and implement Junior Road Safety Officers ****

Programme Plan

Attend and meet with the Mini Police Team and explain the dangers surrounding road safety and school parking. Mini Police along with the schools Junior Road Safety Officers to design a poster to place on windcreens and hand out at the end of school to parents within the playground.

Post Event

Schools to upload the photographs on the website, noticeboard including updates on social media accounts if they are socially media active.

Twitter Handles

@lincspolice @schoolname @LincsMiniPolice #schoolparking #communityengagement
#pupilvoice



Notes for School Parking Lesson

- Remember Lincolnshire Police has no powers to enforce school parking offences. Refer persistent offenders to county council parking officers.



SOCIAL RESPONSIBILITY

Year 5/6 engagement with Mini Police intervention post initiative.

Two yearly.

Equipment – Beer goggles, Alcohol & Drugs card and Simon’s Big Night. Flipchart, paper and pens. Blank poster template.

LOCAL PRIORITY

PSHE – Relationships, risk and safety for others, living in the wider world.

SMSC – Self knowledge, distinguish right from wrong, self confidence & knowledge, contribute positively to lives living in the local area to school and broaden knowledge regarding public institutions.

FBV – Rule of law.

Synopsis

Drink driving is particularly prevalent around Christmas and the summer months with drink driving campaigns highlighting the dangers. By delivering this program to children of this age it helps to embed the dangers of drink/drug use and how it can make you behave in social settings along with the health risks. It will also raise awareness and look at how behaviours can effect lives now and in the future. The children with the right knowledge will feel empowered to challenge their adults on the risks associated with drinking therefore reduce incidents of drink/drug use. This will also teach the children how alcohol and drugs effect the human body before they reach an age when they may experiment themselves.

****dependant on cohort/class size decide whether first session is Year 5/6 or just Mini Police Team to then feed back in assembly****

Programme Plan

Whole class open discussion – Using the cards as a guide discuss what is alcohol? What are drugs? And what are the effects? Suggest the use of a flip chart to write down the ideas the children come back with. (20 mins max).

Separate the class into three groups of children so potentially a whole class engagement would be better. Involve year five and six classes dependant on school class/cohort size into a tabletop exercise.

Table One

Use card – How does ALCOHOL and DRUGS effect more than one person? Discuss points and decide who it effects?

Table Two

Beer Goggles exercise, work with a Teaching Assistant/Teacher or Police staff to try on the goggles and walk in a straight line, catch a ball etc then discuss how does this alter “normal” functions. Attempt to get as many children as possible in the goggles as all children’s reactions are different.

****Please be aware children may fall or feel sick when doing this exercise****

Table Three

Simon’s Big Night exercise. All groups should engage with each station think about using flipchart, paper and pens to record their thoughts.

Reflect and discuss how the children can share the messages learnt into their communities using the comments written on the flipchart paper. **Embed knowledge. Pupil Voice.**

Second Engagement

Mini Police officers each to design a poster on the template to put into prominent areas of their local community consider a community walk, guidance would be to put which team the poster has been designed by and the school/academy name. Try to aim for display in retail premises within the school locality and walk with Mini Police Teams to display so they can discuss their findings and relevant dangers with members of the community should they be approached.

Post Event

Schools to upload the photographs on the website, noticeboard including updates on social media accounts if they are socially media active.

Twitter Handles

@lincspolice @schoolname @LincsMiniPolice #communityengagement # (relevant current lincs police operation).

Notes for Social Responsibility Lesson

- **Anti Social Behaviour** – A range of unacceptable activity that causes harm to an individual, to their community or to their environment - Examples could be nuisance, rowdy or inconsiderate neighbours. Vandalism, graffiti and fly posting. ***REMEMBER ASB IS NOT A CRIME***
- **Section 5 Public Order Act** – Uses threatening or abusive words or behaviour, or disorderly behaviour OR displays any writing, signs or other visible representation which is threatening or abusive within the hearing or sight of a person likely to be caused harassment, alarm or distress.
- **Criminal Damage** – without lawful excuse destroys or damages any property belonging to another intending to destroy or damage such property or being reckless as to whether any such property would be destroyed or damaged shall be guilty.
- **Drunk and Disorderly** – It is an offence to behave in a disorderly manner in a public place whilst being drunk.

CRIME SCENE INVESTIGATOR

Whole class engagement. (Two hours) Mini Police self initiated task post engagement.

Two yearly.

Equipment – Two suspects, bandage, laptop/ipad, CSI suits and gloves, ink pads, fingerprint bookmarks, wet wipes, crime tape, footprints, fake blood, DNA swap tubes, sticky tape/clear plastic. Copy of the caution, Flipchart paper or smart board. Q cards for CSI, fingerprints, blood and footprints.

LOCAL PRIORITY

PSHE Education – Personal qualities and skills, risk, human rights, fairness and justice, change

SMSC – Self knowledge, pupil voice, right from wrong, broad general knowledge of public institutions.

FBV – Rule of law.

Synopsis

To allow the children to see how we gather evidence at a crime scene and how through looking at the location, forensics such as DNA, fingerprints and footprints, locating suspects and interviewing skills, we find our offender and get them charged and placed before the court system.

****If more than one year 5/6 class consider repeating the exercise or run with just your Mini Police team****

Programme Plan

A fictitious burglary has occurred overnight at the school and a laptop/ipad has been stolen. Children will be tasked to look at how we can use forensic science to investigate this crime, identify the offender, and recover the laptop. You will need two extra helpers to play the roles of suspects one of which will be innocent. Place a bandage hidden under one of your suspects clothing to conceal a fake injury on the guilty assistant. Ask your guilty offender to hide your stolen object in the room and brief your suspects that they will be interviewed by the class later in the session. Ask them to be realistic and plausible in their answers.

Divide the class into three areas, try to have an adult supervising on each section. Please ensure the PCSO or Police Officer facilitating the session is situated on the crime scene area.

All the children will visit each section approx 20 minutes per station maximum before moving around the class. Explain to the class that they all need to look at the crime scene and using their knowledge from the other stations try to establish if there is any evidence they could use.

AREA 1 – CSI Suits and Gloves

Children to try on gloves and suits. Use the guides and ask: how restrictive are the suits?, could they work all day in them, maybe longer?, are they hot or cold?, why do we wear the suits? Think about evidence transfer, scene contamination and would the suits help to protect themselves from injury? (Q card provided).

AREA 2 – Fingerprints

Table for ten children to sit and take their own fingerprints and print onto a bookmark to take home. Use the guide and get the adult assistant to ask the children to look at their fingerprints and identify if they can see any patterns for example swirls, whorls, loops etc. Have they got any scars on their print? Is it the same as their friends? (Q card provided).

AREA 3 – Crime Scene

Tape off an area using the crime scene tape. Use fake blood on wipeable surfaces, ink fingerprints on smooth surfaces ideally a window or glass surface. Place footprints on the floor. Ask the children to identify any evidence left by the alleged offender. (Q cards provided).

Fingerprints – Ask how can we secure the prints, demonstrate how we would lift prints using the sticky tape. Explain how we all have different fingerprints even identical twins.

Blood – Ask what evidence do we get from blood? (DNA). How would we retrieve it? Show how we can use swabs to recover blood, saliva or any bodily fluid from a crime scene. Explain every person in the world has different DNA so we are all unique (identical twins, triplets and quads are the same DNA at birth only).

Footprints – Get the children to remove one of their shoes and with the person sat next to them discuss the style and sole – are they the same? Explain how we can use gel sheets to lift footprints from smooth surfaces and we can also take impressions from other surfaces like mud. All shoes wear differently, even if identical pairs, due to how the human body moves – peoples feet and movements are all different.

After all the children have visited all three stations get them to sit down and inform them that there has been a development in the case. CCTV (closed circuit television) has been reviewed and has identified two suspects being in school when they shouldn't have been. Using a Flipchart or the board ask the children to think of some questions they could ask the offenders before you bring them in. Encourage open questions **WHO, WHAT, WHERE, WHEN, WHY and HOW**.

Examples: Where were you at the time of the offence? What footwear were you wearing at the time? Where is the relevant footwear now? Do you have any injuries? If so how did you get them?

Bring your offenders in and sit them at the front of the class nominate your interviewers and ask each suspect the same question and record the answers. Your offender should be briefed

to be creative and deny any involvement with the offence until the last minute when they can confess when asked about their injury.

Nominate a child to caution your offender who can then identify where they have hidden the stolen laptop if they haven't already revealed under pressure during the interview.

Debrief

Explain how DNA, fingerprints and photographs are stored on the police database along with intelligence which could include patterns of behaviour if you have ever been arrested. More than ever before we use forensic science to identify offenders.

Optional Second Engagement

Mini Police officers can be tasked to complete a self initiated investigation report about what they have learnt and how they have identified an offender using the evidence. These can be displayed on the Mini Police noticeboard along with photographs of the engagement.

Twitter Handles

@lincspolice @schoolname @LincsMiniPolice #CSI #teamwork #solvingcrimes #pupilvoice

CALL YOUR LOCAL POLICE		101	IN AN EMERGENCY ALWAYS CALL 999
FOR NON-URGENT INCIDENTS, REPORT ONLINE			
www.lincs.police.uk/onlinereporting			

www.lincs.police.uk

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