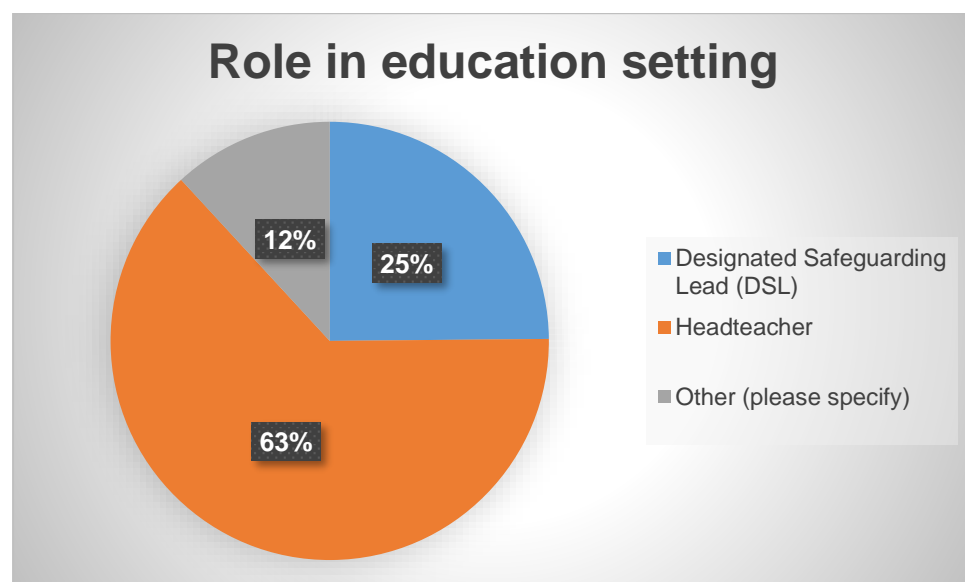


## **Education Survey 2025 - Summary**

In April 2025, an education survey was shared with education settings across the Thames Valley. To maximise responses, contact was made with education leaders across the 9 Thames Valley upper tier local authority areas explaining the purpose and desired outcomes for the survey. The survey was shared with an estimated 1,200 schools with 669 responses received (including 29 duplicate entries from schools). Out of the 669 responses, 460 (68.8% completion rate) were fully completed and 209 were partially completed. All data collected has been reflected within this document.



### **Role within education setting**

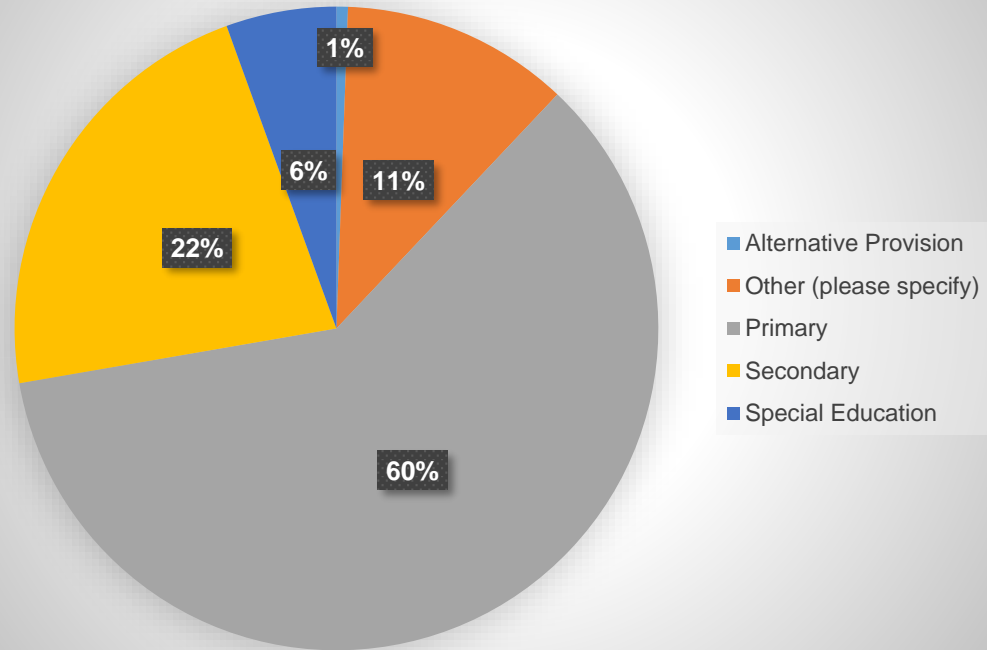
Total no. of responses 523,

- Head teachers - 331
- Designated Safeguarding Lead (DSL) - 130
- Others - 62

Within the 'other' section, a mix of Assistant and Deputy Head's responded along with Safeguarding and Welfare Officers.

This meant our survey data was largely provided by those in senior positions with clear oversight of schools engagement with Thames Valley Police.

## Type of education setting



### Type of education setting

Total no. of responses - 523

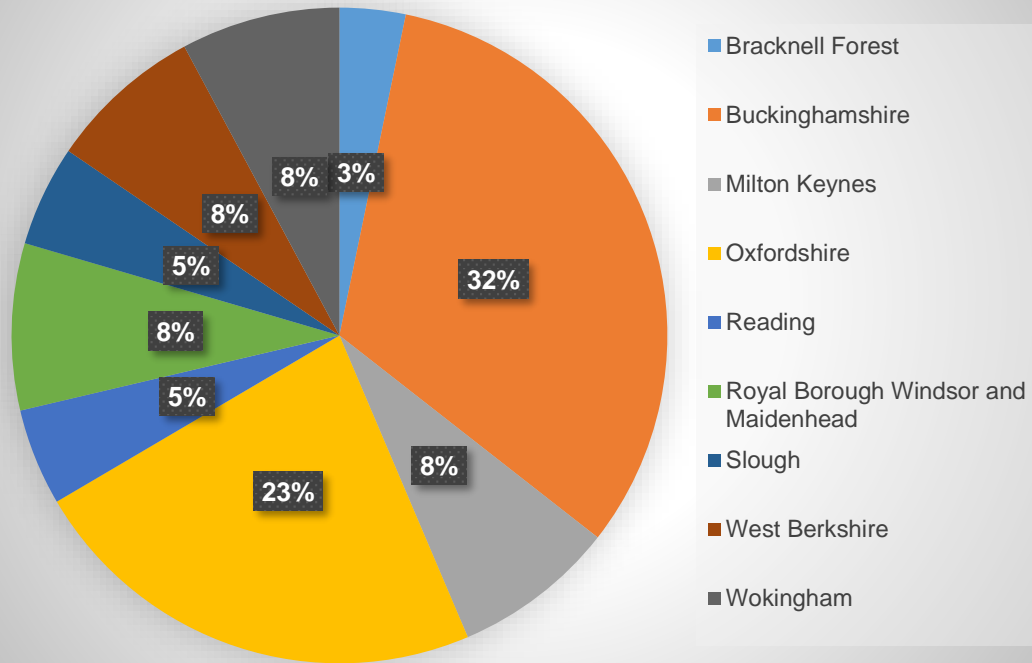
- Primary - 315
- Secondary - 116
- Special Education - 29
- Alternative Provision - 3
- Others - 60

Within the 'other' section responses were received from independent prep schools and nurseries.

The response is reflective of the distribution of schools within the Thames Valley area (i.e. more primary schools than secondary schools).

The responses received are considered to be a fair reflection of schools within the Thames Valley.

## Responses by Local Authority area

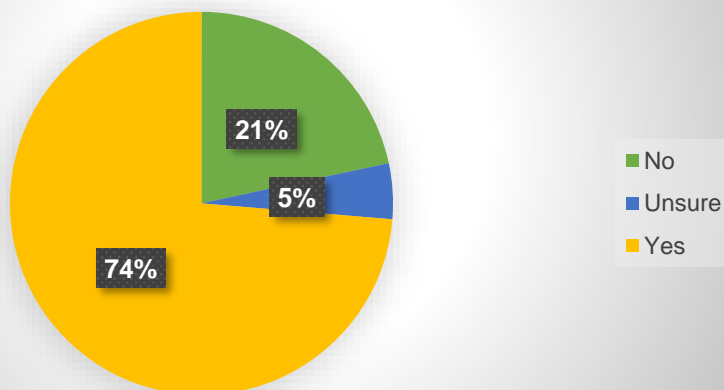


### Responses by Local Authority area

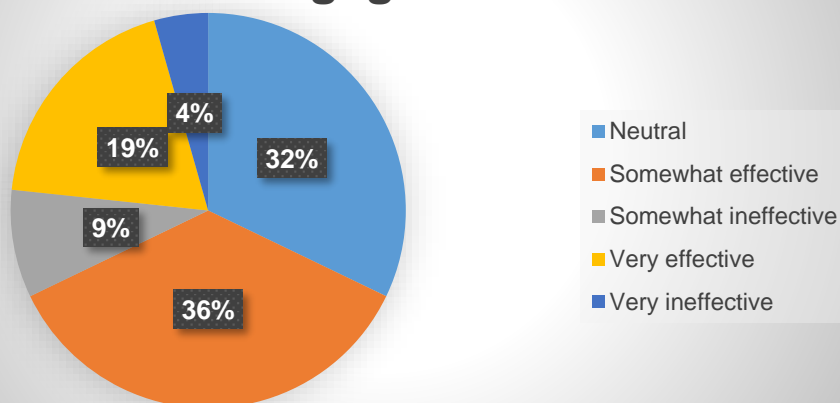
Total no. of responses - 523

- Bracknell Forest - 17
- Buckinghamshire - 169
- Milton Keynes - 42
- Oxfordshire - 120
- Reading - 25
- Royal Borough Windsor and Maidenhead - 43
- Slough - 26
- West Berkshire - 40
- Wokingham - 41

## Engagement with Thames Valley Police



## Effectiveness of current engagement



## Engagement with Thames Valley Police

**Does your setting currently engage with Thames Valley Police?**  
This could include in response to reports of crime, delivering interventions for young people or as part of wider community engagement

Total no. of responses - 490

- Yes - 361
- No - 106
- Unsure - 23

As a follow up question, if the answer was 'Yes', schools were asked to estimate how many visits per year from Thames Valley Police were made in the last 12 months to deliver interventions to young people. The respondents shared that they saw an average of 3 - 4 visits per year. There were 17 responses received to this question.

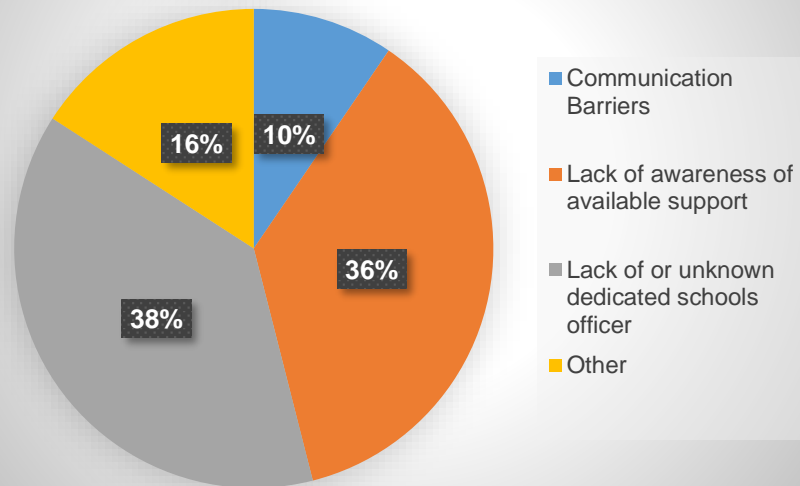
**How would you rate the effectiveness of your current engagement with Thames Valley Police?**

Total no. of responses - 476

- Very effective - 90
- Somewhat effective - 170
- Neutral - 153
- Somewhat ineffective - 42
- Very ineffective - 21

These two questions have highlighted that a large amount of schools do engage with Thames Valley Police through a range of means such as reporting crimes, intervention and community engagement with varying experiences of effectiveness. More than half of schools reported 'Very effective' or 'Somewhat effective' engagement.

## Key issues impacting engagement



If you have answered 'Somewhat Ineffective' or 'Very Ineffective', please provide details on the key issues impacting your engagement (Select all that apply)

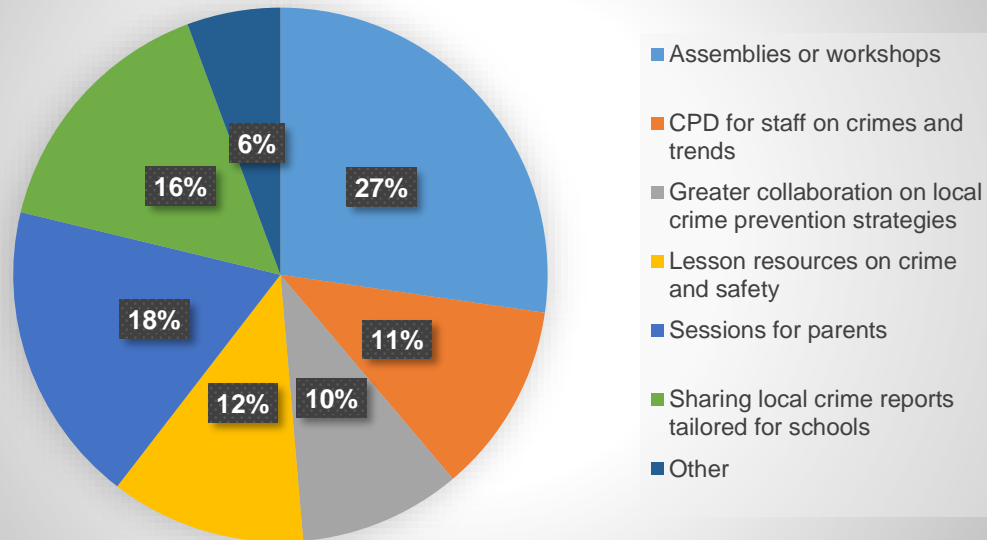
Total no. of responses - 126

- Communication Barriers - 12
- Lack of awareness of available support - 46
- Lack of or unknown dedicated schools officer - 48
- Other - 20

Within the others section we have had a number of responses describing the key issues, highlighting issues such as:

- Inconsistency in engagement and communications
- Limited tailored support
- Unclear points of contact

## Types of engagement



## Types of engagement

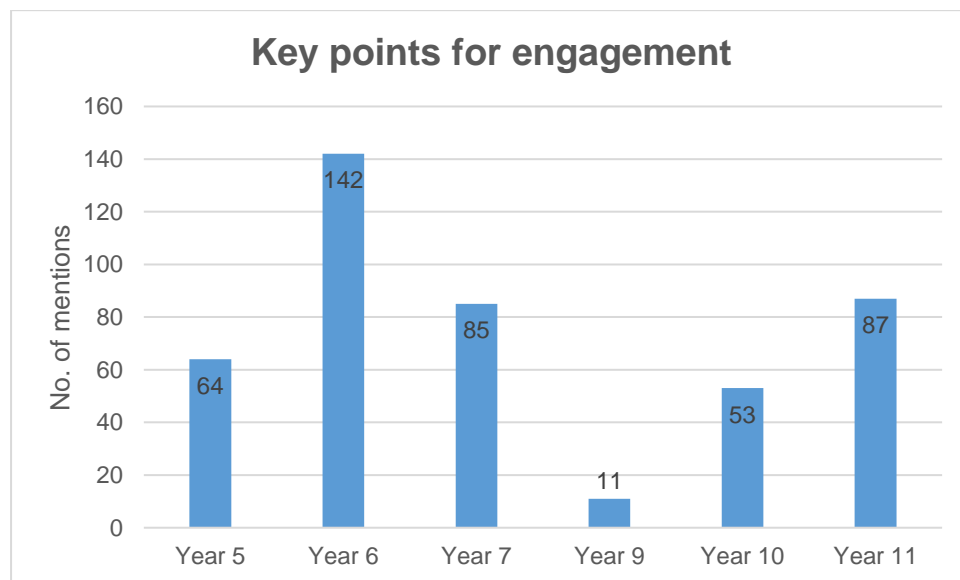
**What types of police engagement and/or resources are most beneficial? (Multiple choice question)**

Responses:

- Assemblies or Workshops - 420
- CPD for staff on crimes and trends - 178
- Greater collaboration on local crime prevention strategies - 151
- Lesson resources on crime and safety - 182
- Sessions for parents - 282
- Sharing local crime reports tailored for schools - 240
- Other - 87

Within the 'Other' section we had a number of responses describing the other forms of engagement that would be most beneficial including:

- Mentoring of students
- Drop in sessions, informal and accessible drop in opportunities for young people to engage with Police Officers and gain advice.
- More opportunities to engage with collaborative community projects with Police officers.
- Increased digital engagement, such as resources, webinars or virtual Q&A. To support reaching students more effectively.

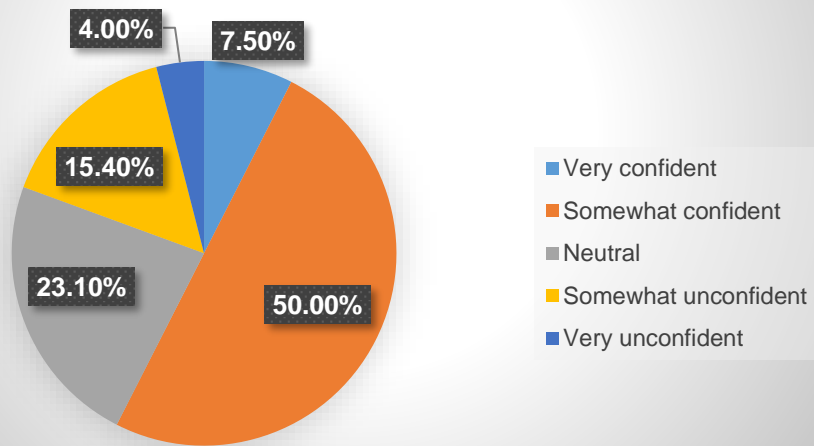


**In your professional opinion, at which three key points during a young person's school journey would they most benefit from positive and preventative engagement from the police? (Please detail up to three year groups)**

Schools identified key points during a student's journey where police engagement would be most beneficial. The top 5 year groups referenced were as follows:

Year groups	No. of Response
6	142
11	87
7	85
5	64
9	11

## How confident are you in your knowledge of crime trends affecting young people in your locality?



### Knowledge of crime trends.

Schools demonstrated varied levels of knowledge of crime trends, however more than half responded that they were either 'Very confident' or 'Somewhat confident'.

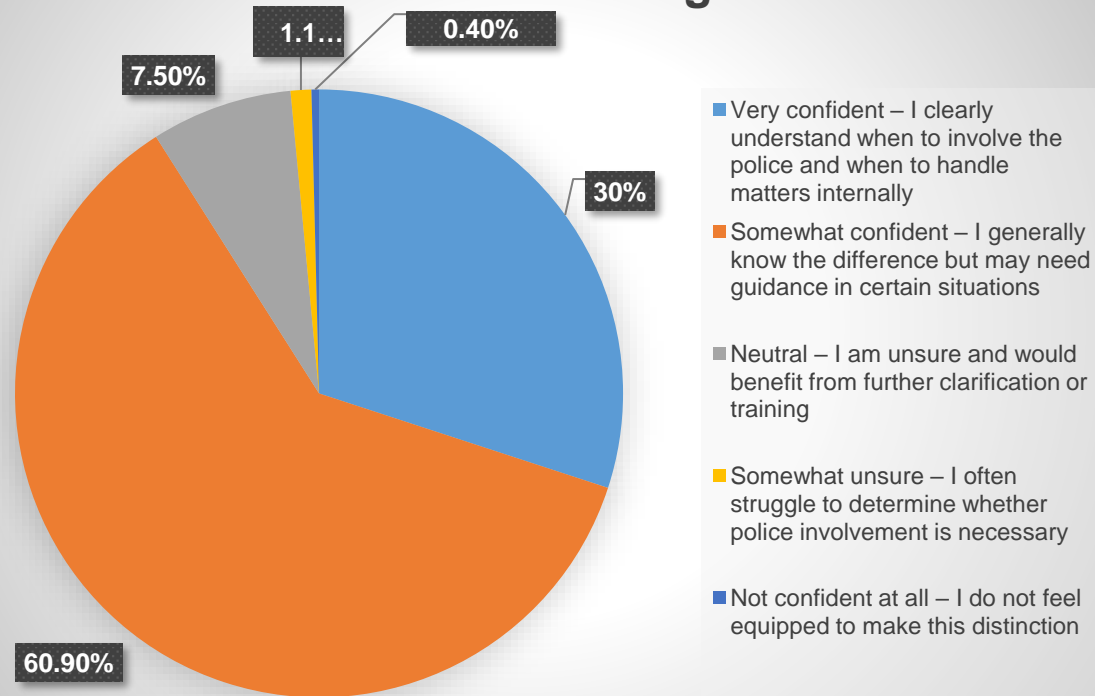
### How confident are you in your knowledge of crime trends affecting young people in your locality?

Total no. of responses – 454

- Very Confident - 34
- Somewhat Confident - 227
- Neutral - 105
- Somewhat Unconfident - 70
- Very Unconfident - 18



## Management of incidents within education settings



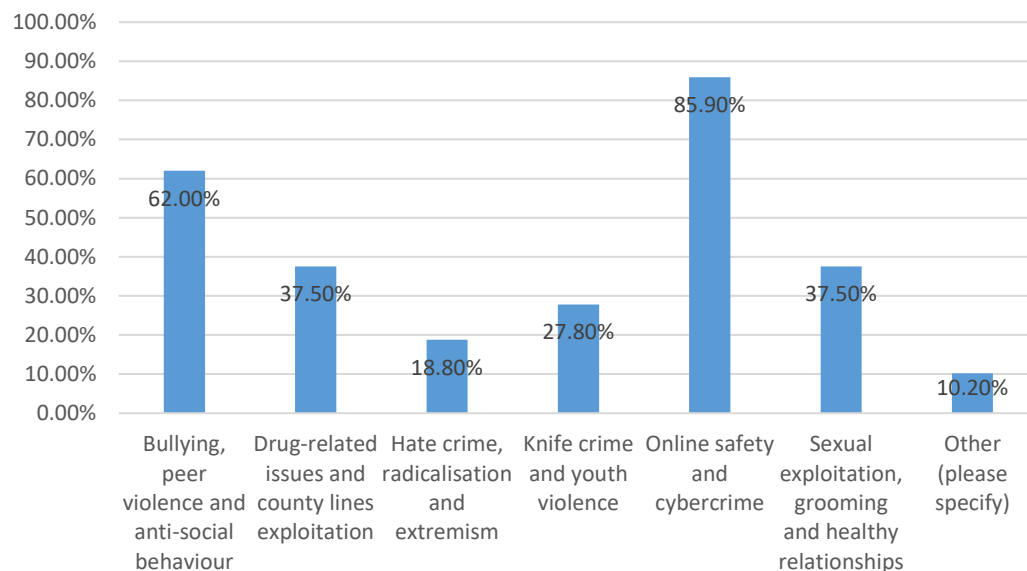
**How confident are you in distinguishing between incidents that require police involvement and those that can be managed internally within the school?**

The majority of responses noted that they were either 'Very confident' or 'Somewhat confident' in identifying when to involve the police in managing incidents within education settings.

Total no. responses - 453

- Very Confident - 136
- Somewhat Confident - 276
- Neutral - 34
- Somewhat Unsure - 5
- Not Confident at all - 2

**What are the most concerning crime-related issues affecting your students, and what specific crime-related topics would you like more support with?**



**Crime related issues and support needs**

Within this section schools were asked for their views on crimes that concerned them the most. Schools highlighted the most concerning issues affecting students such as bullying, substance abuse, gang-related activity and cybercrime/online safety. Requests were also made for more support in specific areas like mental health.

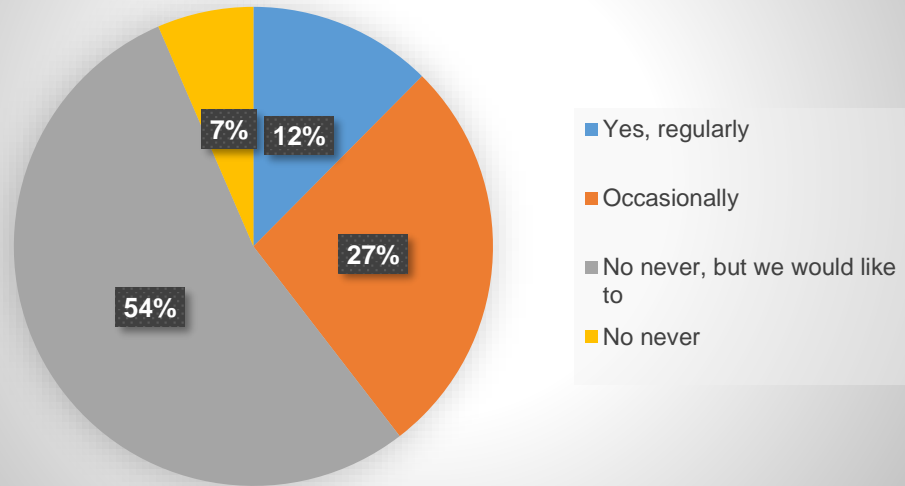
**In your professional opinion, what are the most concerning crime-related issues affecting your students, and what specific crime-related topics would you like more support with? (Tick all that apply)**

**Responses**

- Bullying, peer violence and anti-social behaviour - 281
- Drug- related issues and county line exploitations - 170
- Hate crime, radicalisation and extremism - 85
- Knife Crime and youth violence - 126
- Online Safety and cybercrime - 389
- Sexual exploitation, grooming and healthy relationships - 170
- Other - 46

Additional comments within the 'Other' section also made reference to Domestic Abuse.

## Crime updates from Thames Valley Police

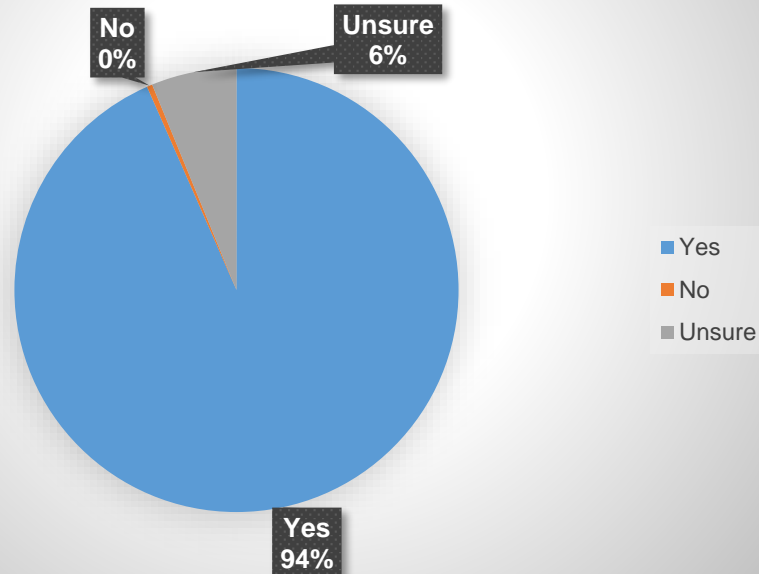


**Do you receive regular updates or reports on crime and trends from Thames Valley Police?**

Total no. of responses - 454

- Yes, regularly - 44
- Occasionally - 96
- No never, but we would like to - 191
- No Never - 23

## Would information on crime and trends within your locality assist your school?

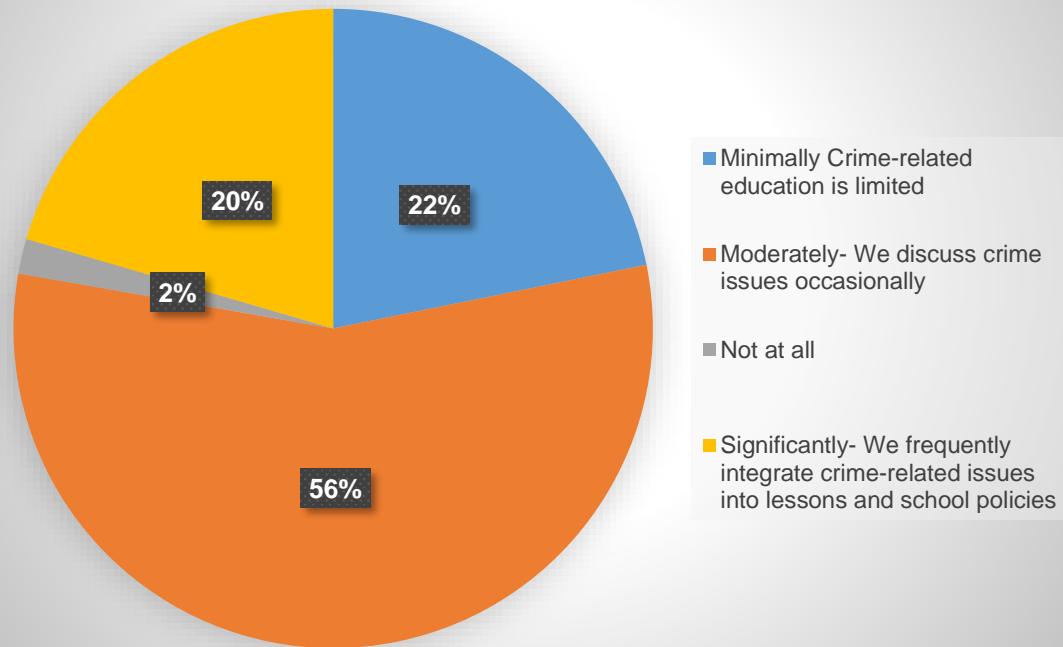


## Would information around crime and trends within your locality help your school with its approach to safeguarding?

Total no. of responses – 453

- Yes - 423
- No - 2
- Unsure - 28

## Crime and safety within the curriculum



### Impact on curriculum

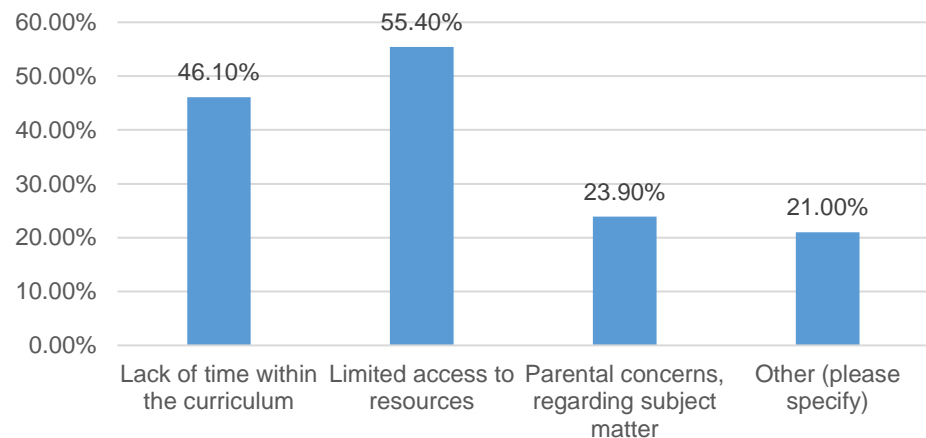
In over half of education settings responding to the survey, crime and safety issues were seen to 'moderately influence' curriculum activities like PSHE lessons and assemblies.

### **How do crime and safety issues currently influence your curriculum (e.g. PSHE lessons, assemblies)?**

Total no. of responses - 454

- Significantly - 93
- Moderately - 254
- Minimally - 99
- Not at all - 8

### Are there any barriers to implementing crime education in your school?



### Barriers to educating students about crime related issues

Within this section schools were asked about the barriers they face regarding crime education. The responses received highlighted multiple issues including most significantly time constraints within the curriculum and a lack of resources.

### **Are there any barriers to implementing crime education in your school?**

Total no. of responses - 454

- Lack of time within the curriculum - 189
- Limited access to resources - 227
- Parental concerns regarding subject matter - 98

### Additional Comments and Suggestions

Schools were asked to leave any additional comments and suggestions to support our aims which led to some useful feedback including highlighting efforts made by individual officers and reference to programmes already available. Key themes noted included:

- **Improved Communication:** Schools suggested more regular updates and better communication channels with Thames Valley Police.
- **Tailored Resources:** Requests for resources tailored to different age groups and specific local issues.
- **Training and Workshops:** Schools demonstrated a desire for more training sessions and workshops for both staff and students.
- **Positive Engagement:** There was an emphasis on the importance of positive and preventative engagement rather than reactive responses to crime education.

Example quotes from Education Survey

*“We work really closely with our School's Police Liaison Officer Chris Jones and we really value his input. He is always willing to come into school and support us with issues that are serious. He has good relationships with both staff and students.”*

*“Mike Dix is an excellent advocate for support in schools and is always responsive and reactive to requests for support.”*