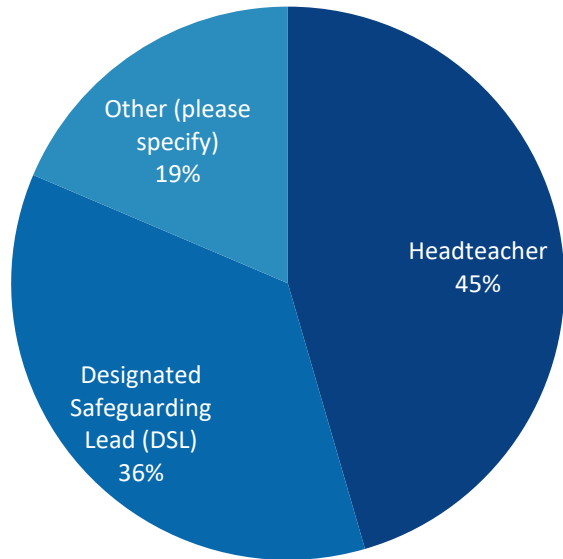


Education Survey 2026

Role within education setting

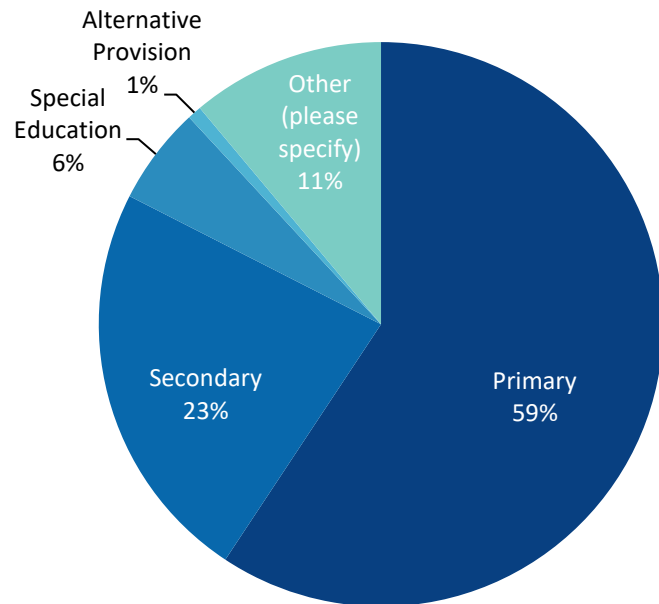


Total no of responses – 644

- Headteachers: 293
- Designated Safeguarding Leads: 231
- Other: 120

Within the 'other' section, a mix of Assistant and Deputy Heads responded along with Safeguarding and Welfare Officers and Business Managers.

Type of Education Setting

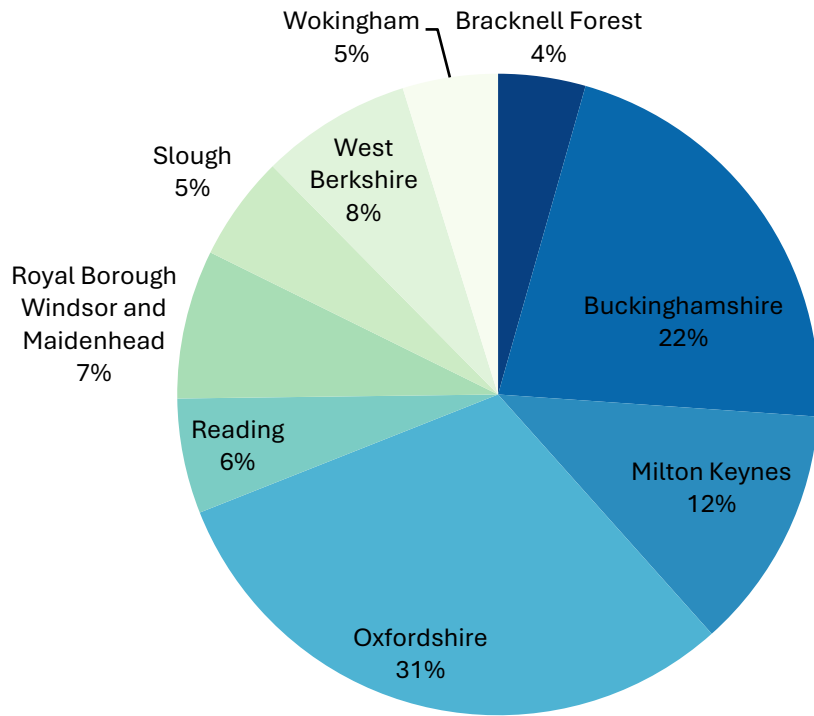


Total no of responses – 639

- Primary: 379
- Secondary: 148
- Special Education: 36
- Alternative provision: 5
- Other: 71

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.

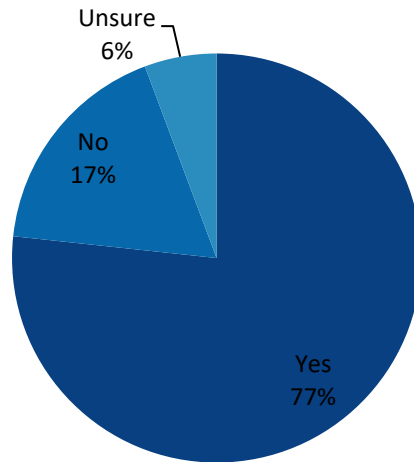
Responses by Local Authority



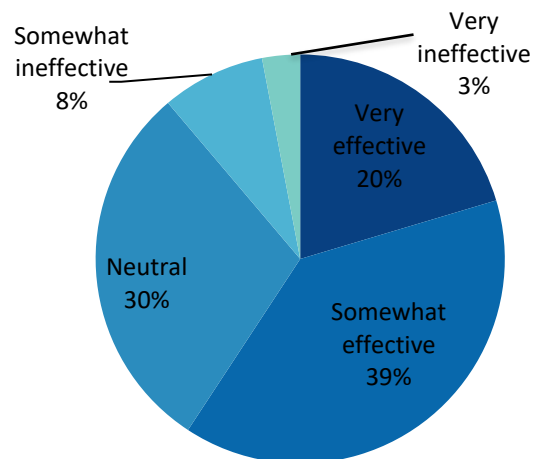
Total no of responses – 641

- Bracknell Forest: 28
- Buckinghamshire: 139
- Milton Keynes: 79
- Oxfordshire: 196
- Reading: 37
- Royal Borough of Windsor and Maidenhead: 48
- Slough: 37
- West Berkshire: 49
- Wokingham: 31

Engagement with Thames Valley Police



Effectiveness of current engagement



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 – 579

- Yes: 444
- No: 102
- Unsure: 33

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 5 visits per year. This ranged from some schools having weekly visits where others may have received 1 visit or were unsure. There were 337 responses received to this question.

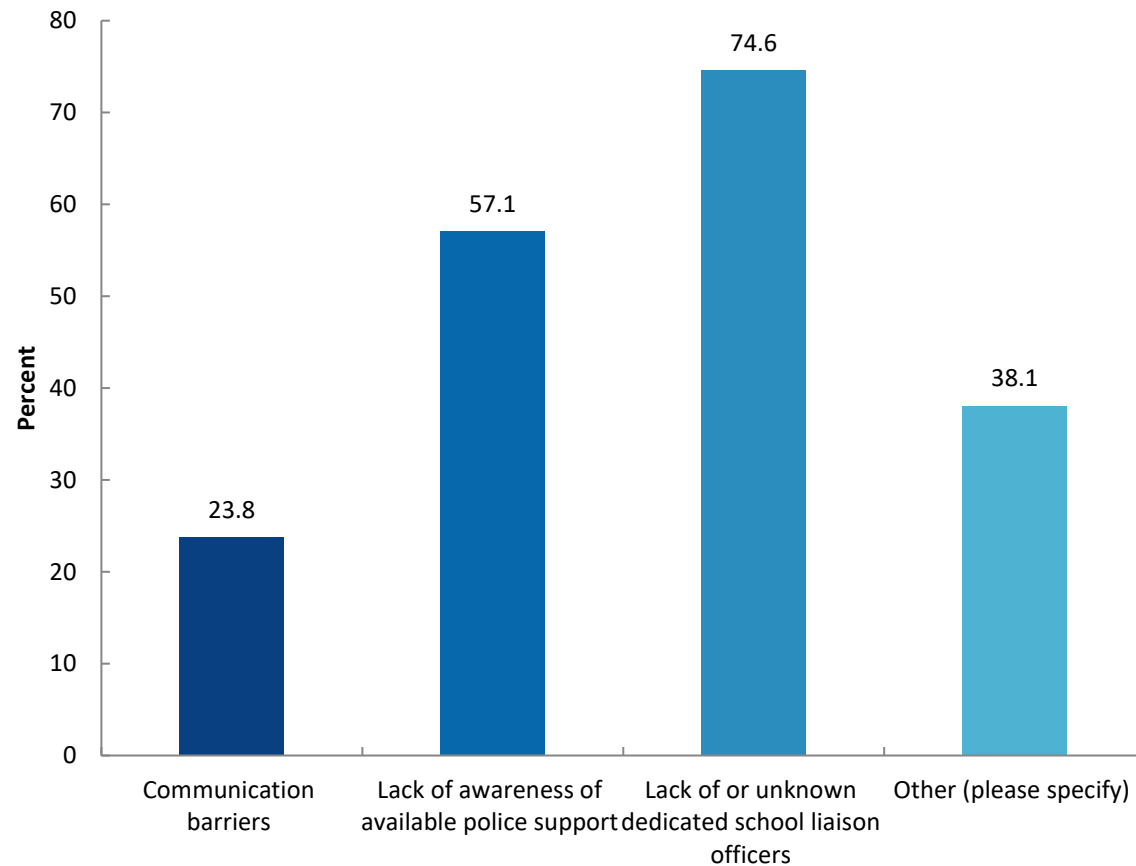
How would you rate the effectiveness of your current engagement with Thames Valley Police?

Total no. of responses - 574

- Very effective - 117
- Somewhat effective - 223
- Neutral - 170
- Somewhat ineffective - 47
- Very ineffective - 17

These two questions highlight a large number of schools engage with Thames Valley Police through a range of means including reporting crimes, intervention and community engagement with varying experiences of effectiveness. Nearly 60% 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)

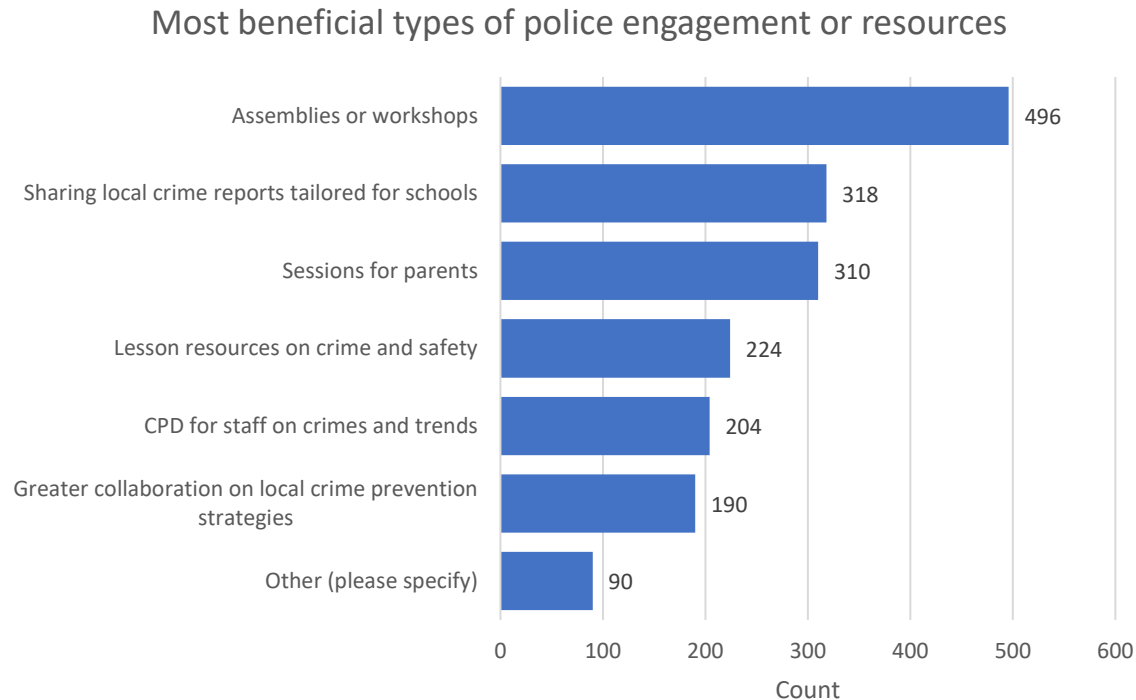
Total no. of responses – 122

- Communication Barriers – 15
- Lack of awareness of available support - 36
- Lack of or unknown dedicated schools officer – 47
- Other - 24

Within the 'others' section we had a number of responses describing key issues including:

- No response of follow up from request for support
- Inconsistency in response

Most beneficial types of engagement

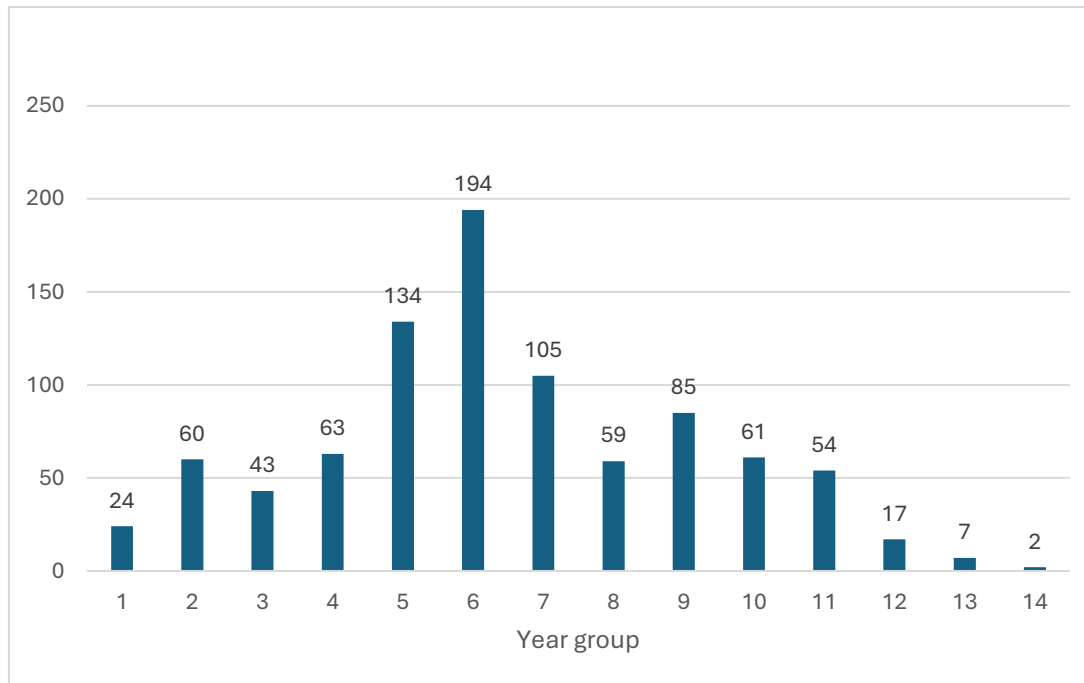


What types of police engagement and/or resources are most beneficial? (Multiple choice question)

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

- Individual student meetings and interventions
- Drop-in sessions for young people to engage with officer and receive advice
- Increased visibility of officers within school grounds

Key points for engagement



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)

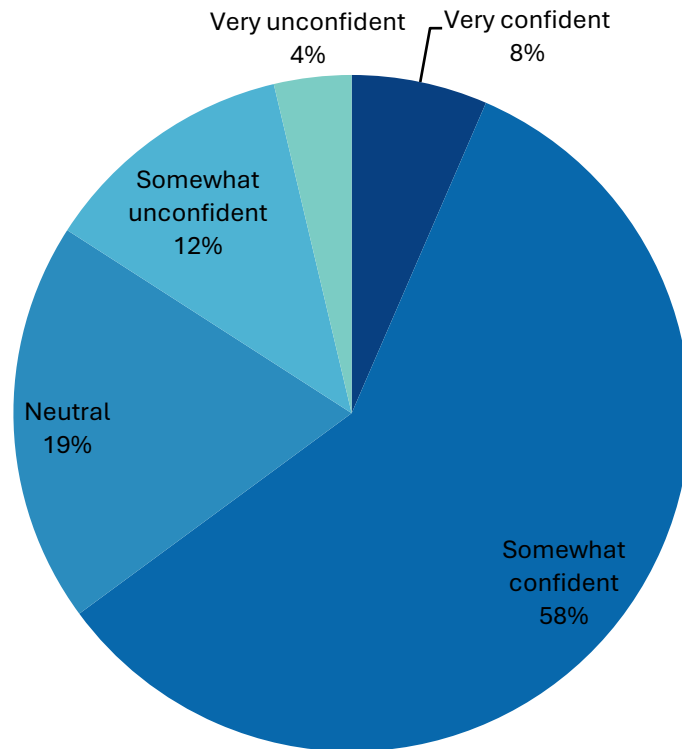
Schools identified key points during a student's journey where police engagement would be most beneficial. The top 5 year groups referenced were as follows:

Year 6	194
Year 5	134
Year 7	105
Year 9	85
Year 4	63

The data strongly clusters around:

- Upper KS2 (Years 5–6)
- Transition to secondary (Year 7)
- Mid-secondary risk period (Years 8–10)

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



Knowledge of crime trends.

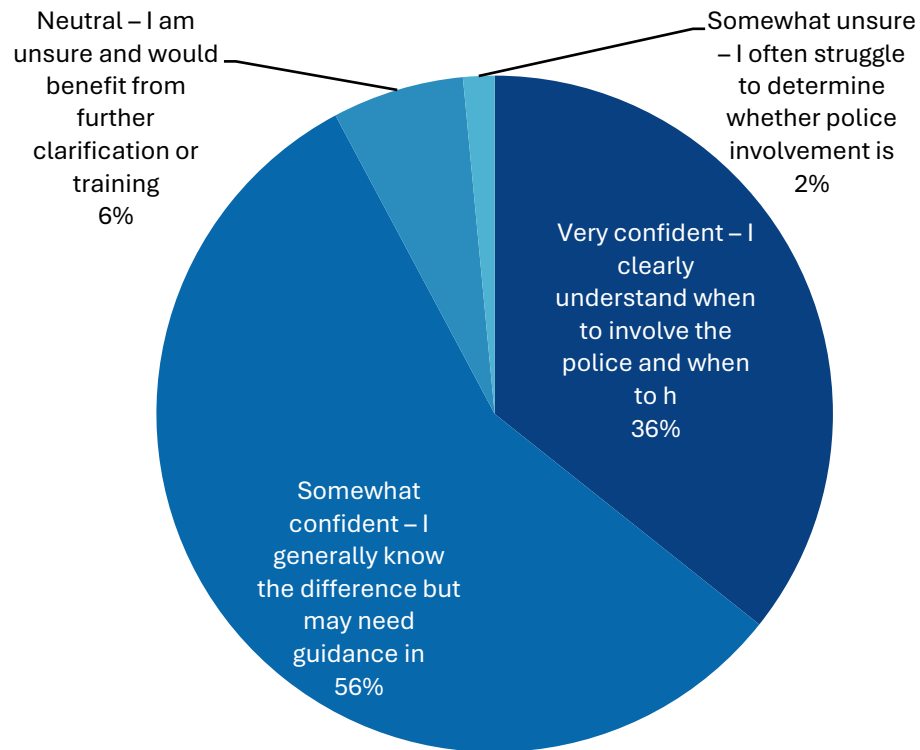
Schools demonstrated varied levels of knowledge of crime trends, however 66% responded that they were either 'Very confident' or 'Somewhat confident'.

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

Total no. of responses – 541

- Very confident – 35
- Somewhat confident – 316
- Neutral – 104
- Somewhat unconfident – 66
- Very unconfident – 20

Management of incidents within education settings



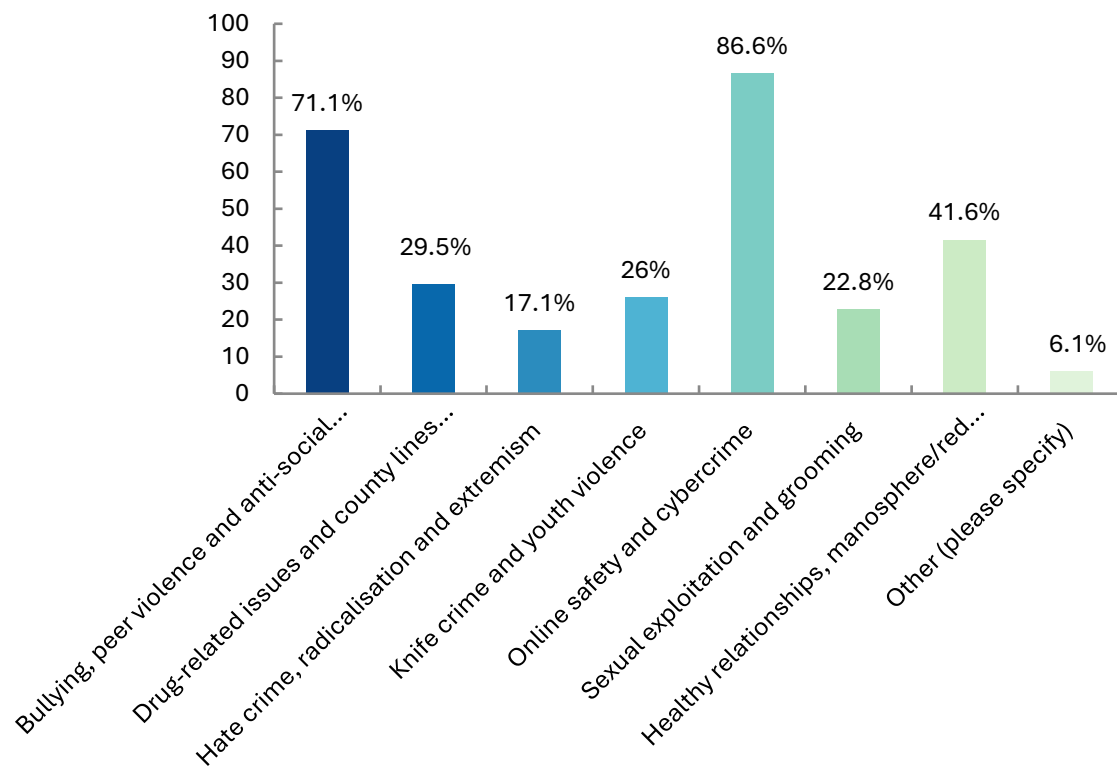
How confident are you in distinguishing between incidents that require police involvement and those that can be managed internally within the school?

Over 90% of responses stated that they were either 'Very confident' or 'Somewhat confident' in identifying when to involve the police in managing incidents within education settings. No one responded to say they were not confident at all.

Total no. responses - 540

- Very confident - 193
- Somewhat confident - 305
- Neutral - 34
- Somewhat unsure - 8
- Not Confident at all - 0

Crime related issues and support needs



Schools were asked for their views on crimes that concerned them the most.

Schools highlighted the most concerning issues affecting students as online safety and cybercrime, bullying, peer violence, antisocial behaviour and healthy relationships.

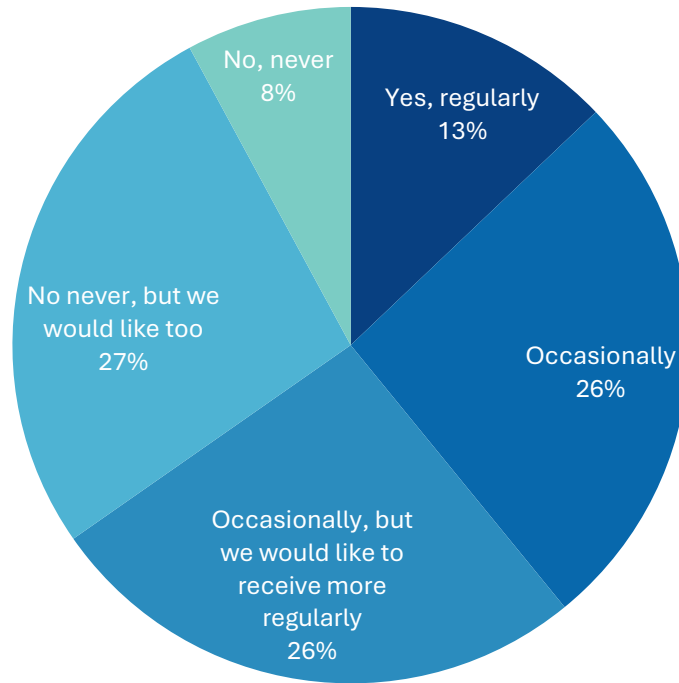
In your professional opinion, what are the most concerning crime-related issues affecting your students, and what specific crime-related topics would you like more support with? (Tick all that apply)

Responses

- Bullying, peer violence and anti-social behaviour – 383
- Drug- related issues and county line exploitations - 159
- Hate crime, radicalisation and extremism – 92
- Knife crime and youth violence – 140
- Online safety and cybercrime – 467
- Sexual exploitation and grooming - 123
- Healthy relationships, manosphere, red pill and consent –224
- Other – 33

Domestic abuse was included within the other 'Other' category.

Crime updates



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

Total no. of responses - 514

Yes, regularly – 70

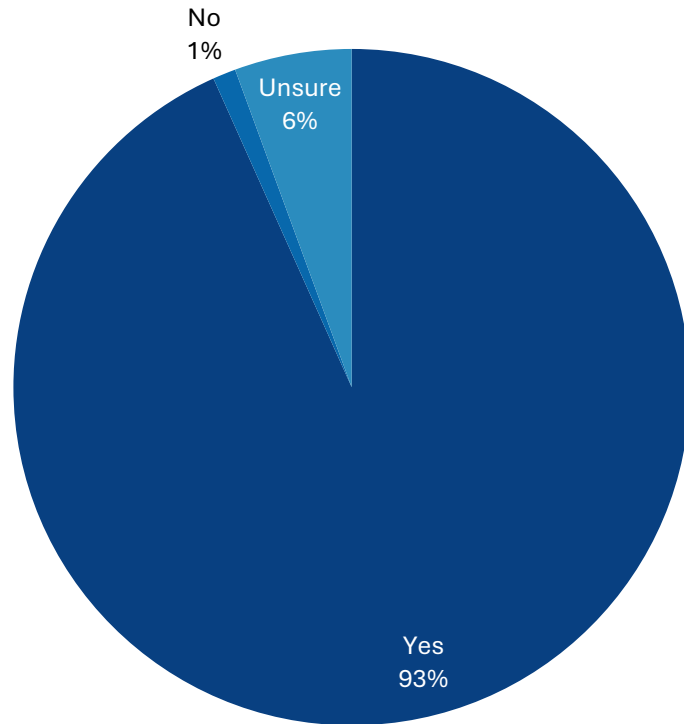
Occasionally - 142

Occasionally and would like to receive more -142

No never, but we would like to – 145

No never - 43

Crime trends

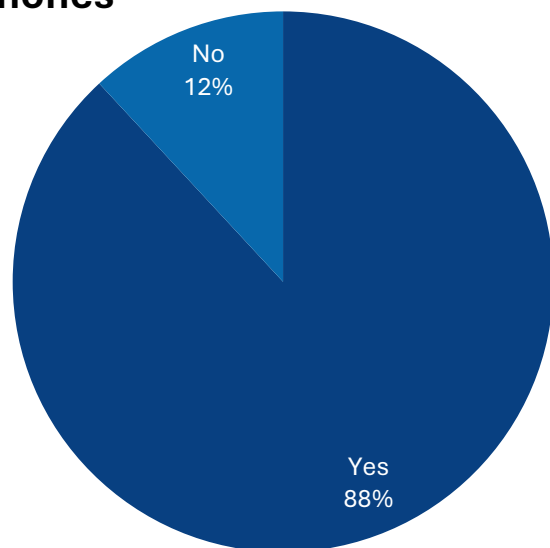


Would information around crime and trends within your locality help your school with its approach to safeguarding?

Total no. of responses – 540

- Yes - 504
- No - 6
- Unsure - 30

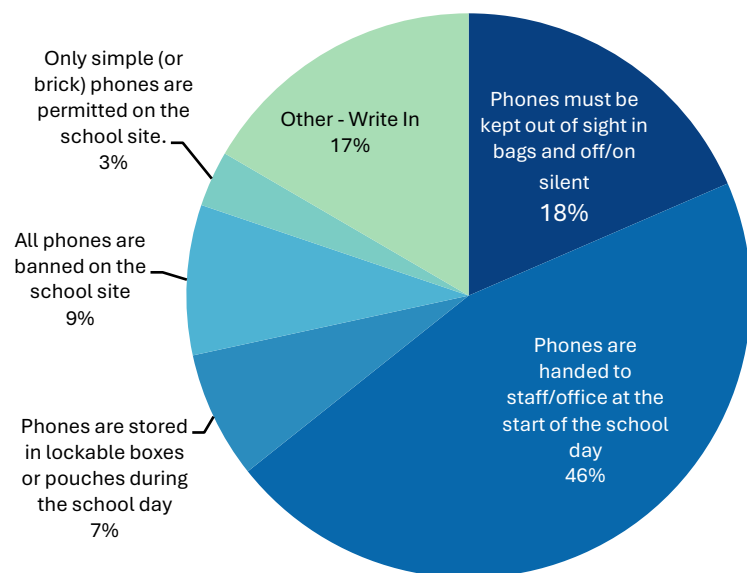
Mobile phones



Does your school have a policy to prohibit the use of mobile phones?

Total no. of responses - 538

- Yes - 474
- No - 64



How does your school mobile phone policy work?

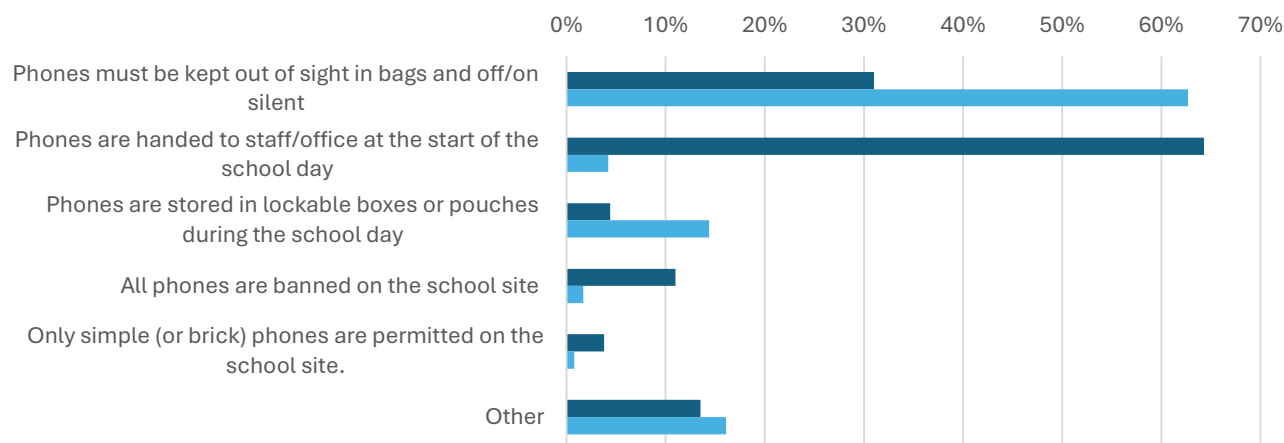
Total no. of responses - 535

- Phones kept out of sight/in bags - 99
- Phones handed to staff/office - 245
- Phones stored in lockable boxes or pouches - 39
- Phones banned from school - 46
- Only brick phones allowed in school - 17
- Other - 89

The 'other' category includes responses stating children at the school are too young to own phones, where policies differ by year group, especially in all through schools, and boarding schools where there is controlled access at certain times.

Mobile phone policies by primary and secondary school

Primary and Secondary school mobile phone policies



	Other	Only simple (or brick) phones are permitted on the school site.	All phones are banned on the school site	Phones are stored in lockable boxes or pouches during the school day	Phones are handed to staff/office at the start of the school day	Phones must be kept out of sight in bags and off/on silent
Primary	13.50%	3.80%	11%	4.40%	64.30%	31%
Secondary	16.10%	0.80%	1.70%	14.40%	4.20%	62.70%

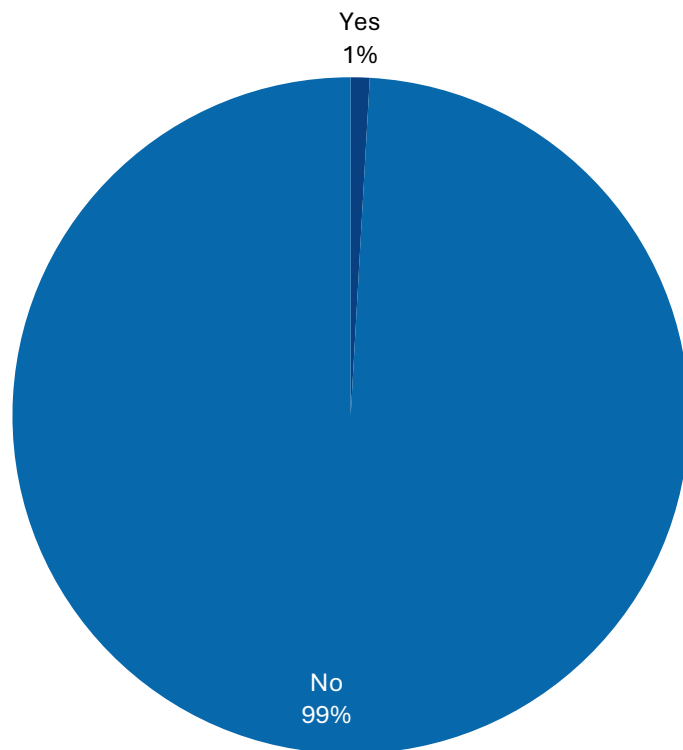
■ Primary ■ Secondary

How does your school mobile phone policy work?

There are clear differences in mobile phone policies from primary schools to secondary schools. This is expected due to the age of pupils and level of independence of pupils.

The majority of secondary schools have a 'keep phone off and in bags' policy while the majority of primary schools (64.3%), where phone ownership is likely to be lower, had a policy of handing phones to staff at the beginning of the school day.

Mobile phone use within lessons



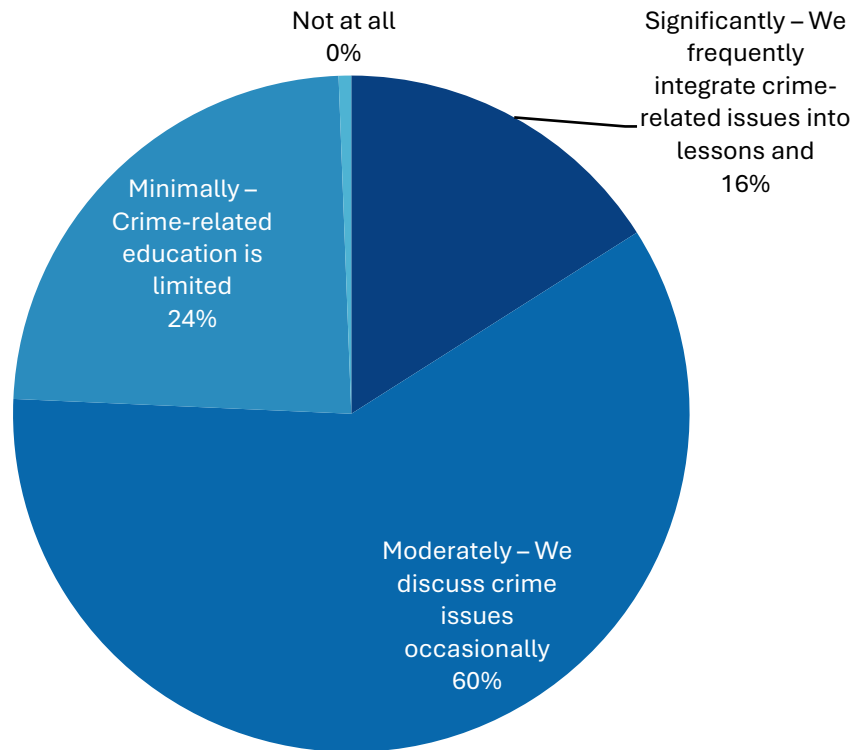
Does your school allow personal mobile phone use within lessons?

Nearly every response to the survey said that schools did not allow any mobile use within lessons

Total no of responses – 537

- Yes - 5
- No - 532

Crime and safety within the curriculum



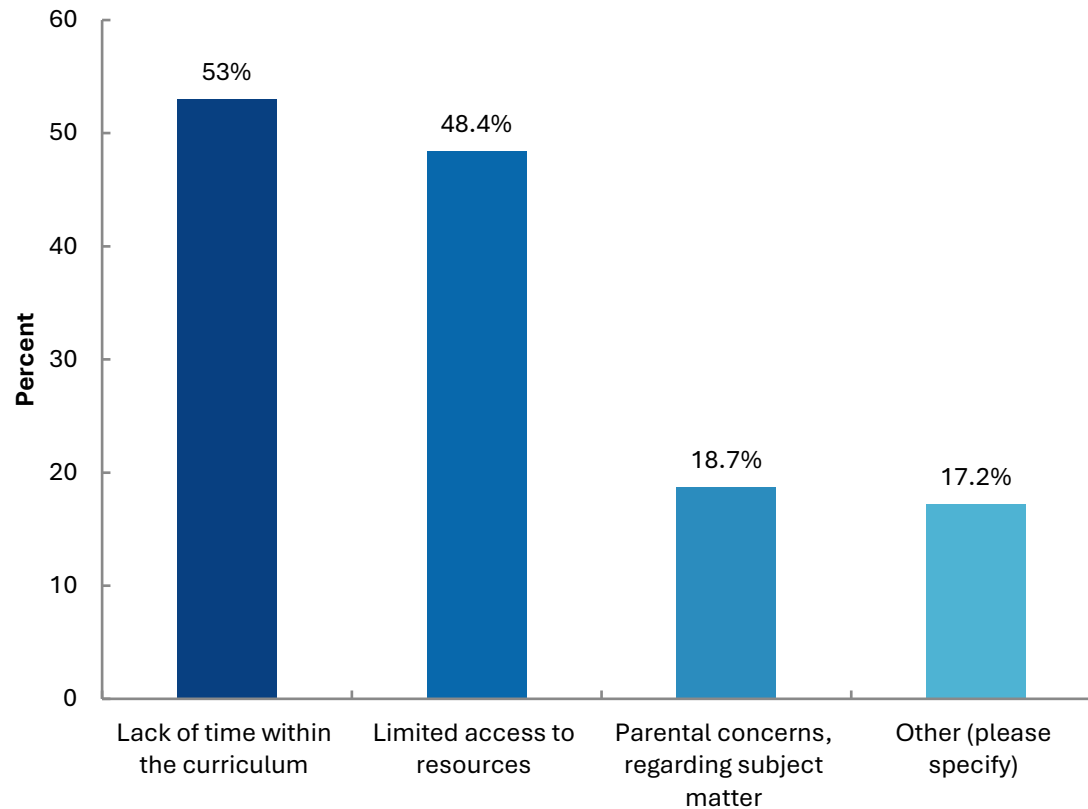
How do crime and safety issues currently influence your curriculum (e.g. PSHE lessons, assemblies)?

In 60% of education settings responding to the survey, crime and safety issues were seen to 'moderately influence' curriculum activities like PSHE lessons and assemblies.

Total no. of responses – 536

- Significantly - 86
- Moderately - 320
- Minimally - 127
- Not at all - 3

Barriers to implementing crime education



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?

- Lack of time within the curriculum - 253
- Limited access to resources - 231
- Parental concerns regarding subject matter – 89
- Other – 82

‘Other’ responses included a lack of staff training and confidence, ensuring resources were up to date and ensuring content is age appropriate.

Additional comments and suggestions

Schools were asked to leave any additions comments and suggestions to support our aims which led to some useful feedback.

Overall, responses show strong support for police–school collaboration, but highlight inconsistent engagement with schools, and a limited capacity and resource. There is, however, a clear demand for more proactive and preventative work.

Key themes coming from the comments are:

- A demand for greater police presence – regular visible presence in schools to help children see police as approachable and to reassure staff and parents. This could be in school events or more informal interactions.
- Need for consistent relationships and named police officer/PCSO contacts.
- A demand for education and preventative work on a range of topics with age-appropriate resources and lesson plans, with police input being seen as more impactful than teacher-led delivery alone.
- More engagement with parents – suggestions for workshops and guidance on online safety and local crime issues.
- Ensuring there is timely information sharing from the police around safeguarding including programmes such as Operation Encompass.
- Concerns about the timeliness of police response and consistency.
- A recognition around limited police resource and it being a barrier.
- A desire for stronger partnership working, with regular network meetings and joint approaches to prevention and early intervention.
- A greater focus needed in primary schools, with prevention work to start earlier (KS2 and below).
- Requests for more support for SEND pupils, schools near county borders and independent schools and colleges.
- Safer Schools Officers and PCSOs are highly valued with police-led sessions, assemblies and visits effective and well received.