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Nottinghamshire County Knives and Weapons Guidance for Schools and Education Providers

This document has been reviewed and updated in September 2023. A review of this document will be completed annually and action captured as part of the Nottinghamshire Police Knife Crime Delivery Plan.

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Introduction

This guidance should also be read in conjunction with that relating to the Serious Violence Duty and the Nottingham City and Nottinghamshire's Violence Reduction Partnership's Response Strategy Serious Violence Response Strategy 2022-25 (nottsvrp.co.uk) Schools can also use their curriculum resources around PSHE and RSHE/RHE to further support education on violent offences. Nottinghamshire Police's School and Early Intervention Officers (SEIOs) can support with this education in secondary schools, and local Police Community Support Officer's (PCSO) can assist in Primary schools.

Whilst Schools generally remain safe places and only a small minority of pupils carry knives or other weapons in school, the potential - consequences are serious. Schools have a responsibility to keep all students and staff safe, including the child who may be in possession of a knife.

This guidance produced in partnership with Nottingham and Nottinghamshire Violence Reduction Partnership (VRP), Nottinghamshire Police, Nottinghamshire County Youth Justice Service and Tackling Emerging Threats Team (TETC) aims to provide clarity to aid schools, and other education providers, to make the best decisions possible, balancing safety and risk against a need for a proportionate response, where children or young people come to school with a knife, bladed article, or weapon. This document is to be used in conjunction with existing guidance e.g. *Keeping Children Safe in Education*, Keeping children safe in education - GOV.UK (www.gov.uk) and, local policy documents, and should complement your existing approach to safeguarding including acting as a guide, should you choose to have a school weapons/knives policy.

The Ofsted publication 'Safeguarding Children and Young People in Education from Knife Crime – Lessons from London 2019' highlights five main objectives to address the issue:

- Improving partnership working and strategic planning
- Sharing and promoting good practice in relation to exclusions, managed moves and negotiated transfers
- Coordinating early help and prevention
- Improving information-sharing
- Implementing safeguarding via Personal, Social and Health Education (PSHE)/Relationship, Sex and Health Education (RSHE) and other areas the curriculum, to ensure children are supported to achieve.



Legislation and Procedures

An offensive weapon is defined as any article made or adapted for causing injury or intended by the person having it with them for such use. As a school this would include items such as knives, including pocketknives, sling shots, bb guns, imitation firearm, and any other bladed instrument. It should be recognised that when children bring an offensive weapon onto a school site this may have been in response to a situation where they feel unsafe, and your resulting response needs to promote a feeling of safety for the child. It is strongly recommended that a [Contextual Safeguarding](#) approach and accompanying resources should be used in understanding the drivers/motivations for the child in question including any elements of child exploitation (including Child Criminal Exploitation CCE and Child Sexual Exploitation CSE), when this does arise in schools in the first instance.

The **Early Police Alert to Schools (EPAS)** process occurs following a child being connected to a knife and/or weapon related or serious violent incident which has been reported to the Police. The key point to consider as a school or education setting is to remember the child may have been through something difficult and may not be at their best. They may be the alleged perpetrator, victim or witness to a serious incident and are likely to need some support. The details of the alleged offence should not be discussed with the child or their parent(s)/carer(s). An example of the EPAS form and a Step-by-Step Guide to the EPAS process is attached at the end of this guidance.

Safeguarding issues for children are still paramount, and contextual safeguarding issues will be considered, with a safeguarding referral being made to the MASH (Multi-Agency Safeguarding Hub) for knife-enabled offences.



Responding to incidents and intelligence

Response to an incident of possession or use of a knife/weapon in school/education provision occurs in many different contexts. This can range from a teacher confiscating a knife found in a child's bag, to encountering a student threatening another student or member of staff and may involve a weapon already available on education premises. It could be an unintentional case of a child dropping a butter knife into their bag by accident, or a child intentionally bringing a knife to school under the misconstrued guise of self-protection or to attack someone.

Schools are advised to report all known knife/weapons' crime/possession cases, and where there is intelligence to suggest a child may be carrying a knife/weapon, whether in school or the community, this information should be passed on to the Police as below:

Emergency

In cases where there is an immediate risk that the knife/weapon may be used, and the school/education provider is not confident of managing the incident safely, then the police should be **contacted immediately on 999**. This can include a situation where the student has fled the school/site or where the student has been contained but is still presenting a risk of harm to themselves, staff, or other students.

Non-emergency and Intelligence

For example, a student has been searched and found to be in possession of a knife which has been handed over, and at that time the student is not assessed as posing any immediate or ongoing risk to themselves or others.

There may be incidents where a child has been found to be in a possession of a knife/weapon which has been handed to school staff and, at that time, it is assessed that there is no immediate risk to themselves or others.

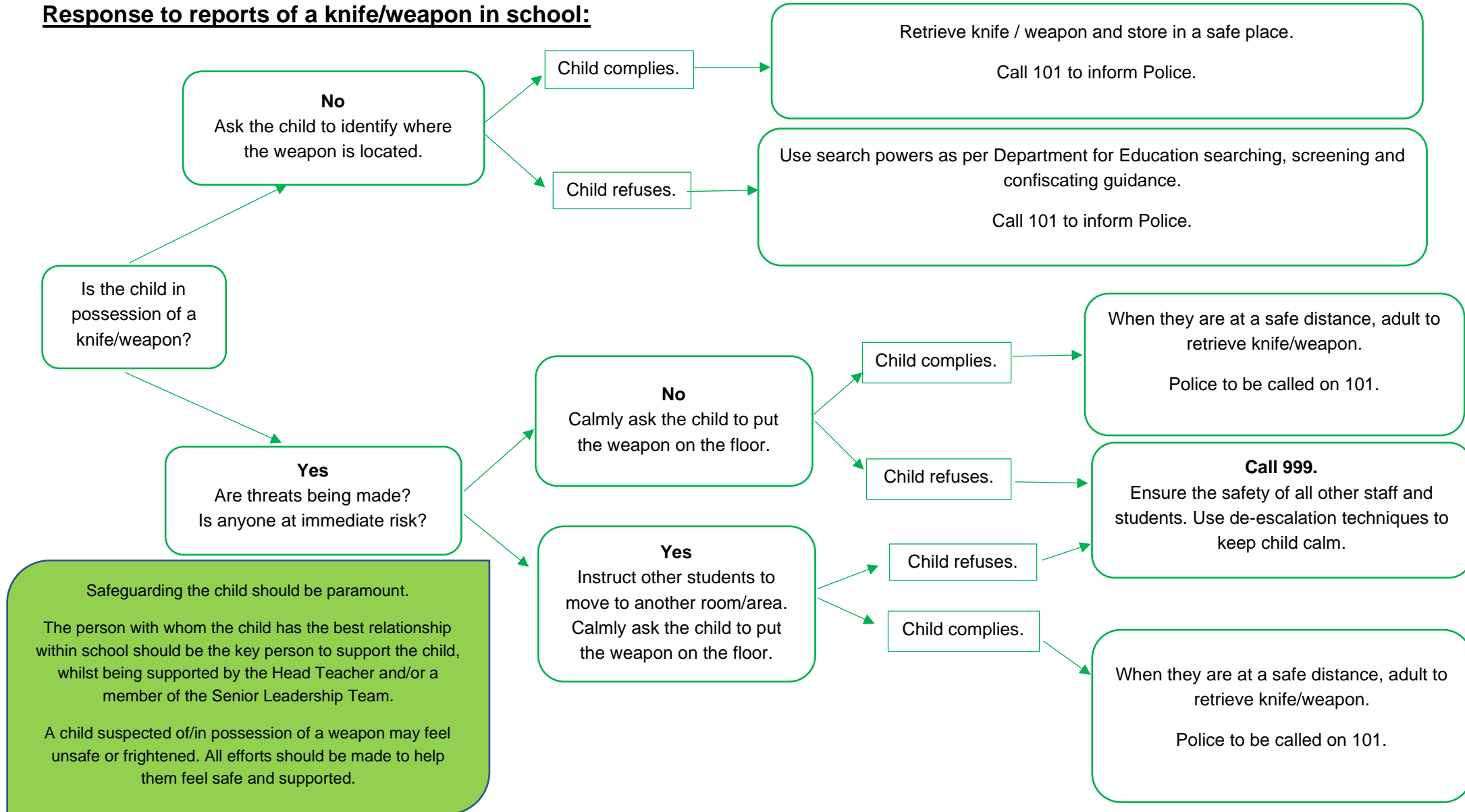
The school should ask the child about why they have the knife/weapon and the circumstances which have led to it being on their person within school. Dependent on what the child tells the school, any subsequent actions should be appropriate to the child's intentions, individual circumstances and proportionate to the incident that has taken place. Actions could include but are not limited to;

- **For Secondary schools**, liaising with the School's Early Intervention Officer (SEIO) to seek police advice about an offence that may have been committed to ensure an appropriate and proportionate response. If you can't get hold of the SEIO, please do not delay. If in doubt, call 101 or report online [ocrnpf \(notts.police.uk\)](https://ocrnpf.notts.police.uk).
- **For Primary schools**, contacting the Neighbourhood Police Community Support Officer (PCSO), to seek police advice about an offence that may have been committed to ensure an appropriate and proportionate response.
- Calling 101 to report a non-emergency incident where attendance by the police is considered necessary or report online [ocrnpf \(notts.police.uk\)](https://ocrnpf.notts.police.uk).
- Liaising with the child's parents/carers in relation to the situation to discuss potential interventions and/or any interim arrangements that need to be put in place (this could be in relation to the child's safety or their emotional health and well-being).

Intelligence

The police bring together information from a range of sources enabling them to produce intelligence at strategic, tactical, and operational level. Schools may become aware of information which is not related to an individual child or incident but may feel it is significant and could assist police colleagues in building up a picture of local intelligence. Sharing relevant information with the police could help safeguard and promote welfare or contribute to wider public protection and should be reported to the **police via 101**.

Response to reports of a knife/weapon in school:



Search, Screening and Confiscation at school

When completing a search, please be mindful of the Department of Education guidance [Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/searching-screening-and-confiscation-at-school) explaining the powers schools have to screen and search pupils, and to confiscate items they find.

- A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.
- The person conducting the search must not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.
- 'Possessions' means any goods over which the pupil has or appears to have control - this includes desks, lockers and bags.
- A member of staff is able to search lockers and desks or other personal spaces at the school for any item provided the pupil agrees. Schools can make it a condition of having the locker or space that the pupil agrees to have these searched. If the pupil withdraws their agreement to search, a search may be conducted both for the prohibited items and any items identified in the school rules for which a search can be made.
- A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff. See paragraphs 25-27 on who can conduct a search.
- The member of staff may use a metal detector to assist with the search.
- The member of staff's power to search outlined above does not enable them to conduct a strip search.
- **NB:** If you would like any further information on how the Police can support within your setting please find contact details of the Neighbourhood Policing Team at [Home | Nottinghamshire Police](#)



Practice and Resources

Following any incident and initial notification to the police, schools/education providers should take action to ensure that children and staff are appropriately safeguarded, and potential risks are sufficiently managed. The priority for schools is to safeguard the child(ren) and staff within their setting.

Routes for additional support and guidance:

- Convene a meeting with parents, key person, and Head Teacher to discuss the incident, explore any risks/support needs and agree future actions. The child should be included in discussions and development of any support plans and future actions.
- Where additional support is required, and safeguarding concerns identified including those relating to child exploitation, consider a MASH referral
- Speak to the Schools and Early Intervention Officer (SEIO) to explore if they can offer any support/guidance or are aware of any other information/intelligence which needs to be taken into consideration. SEIOs@notts.police.uk
- Where there are ongoing concerns regarding the child being at risk of repeating such behaviour consider making a referral to the Youth Justice Service for preventative intervention.
- Consider if a referral to VictimCARE is required to support the victim and witnesses of the those impacted upon by the incident. VictimCARE contact details are: admin.notts@catch22.cjsm.net
- Where there are ongoing concerns for a child's emotional health and well-being consider referrals to Child and Adolescent Mental Health Services (CAMHS), Education Psychology Service or Mental Health Support Team (MHST).

Support for Schools/Education providers to deliver Knife and Weapon Crime Education and Interventions

Prevention is always preferable to dealing with an incident, and the Nottingham and Nottinghamshire Violence Reduction Partnership Response Strategy focuses on prevention and early intervention. Educating children and young people about the consequences of carrying or using a knife or weapon, as well addressing the reasons why they carry knives and weapons is paramount. Schools and Education Providers are reminded to consider issues such as being Trauma Aware and Informed, Contextual Safeguarding, CCE, CSE, and County Lines among other issues. The diagram on the next page identifies approaches taken for universal, targeted, and statutory interventions.

UNIVERSAL / WHOLE SCHOOL APPROACH

All children in school / education provision

This could take the form of assemblies, RSHE/PSHE lessons, themed days etc. facilitated by Teachers and Youth Workers. The Tackling Emerging Threats to Children Team (TETC) can be contacted for support / consultations and further information and resources are available on TETC pages on school's portal. Staff Briefings and Staff Training is also available. A whole school approach is recommended and utilising your curriculum to address this should be considered as well.

TARGETED


Children identified as being at risk of committing offences, e.g. due to Police intelligence, sibling or peer associations with children who have offended

Targeted preventative intervention could take the form of smaller group sessions by Schools Early Intervention Officers or Neighbourhood Officer, Referral to the Youth Justice Service (YJS) for prevention and diversionary intervention "My Futures", Youth Service or other providers.

STATUTORY

Children charged with an offence or receive a conditional caution or subject to OOC Panel Decision

Police and YJS involvement for children subject to Out of Court Disposals or Court Orders.

Tier	Organisation	Details	Contact
Universal	Nottinghamshire Police	<p>Early Police Alert to Schools (EPAS)</p> <p>A Police Officer within the Schools and Early Intervention Officer (SEIO) team is responsible for completing the EPAS and sending it to the relevant Designated Safeguarding Lead (DSL) at the school.</p> <p>The EPAS is a notification sent to a student’s school if they have been involved in a weapons offence, whether as a suspect, witness or victim. This is so that the school are aware that the student may be in need of support. The form provides the school details of the officer involved in the case and the relevant SEIO in case they require further information.</p> <p>Nottinghamshire Police’s School and Early Intervention Officers (SEIOs)</p> <p>SEIO’s work in Secondary Schools and Alternative Provision (AP’s) across the whole County and have allocated schools in which they work, so they are able to develop relationships with their school, the school community and pupils and promote engagement with the Police. SEIO’s are able to help with education and prevention intervention deliveries.</p>	 <p>Knife Crime Leaflet 2023.pdf</p>
Universal	Schools and Education providers	<p>Knife Crime – Universal Education Resource</p> <p>Resources created for use and delivery by schools in classroom, small group or assembly settings. Schools are encouraged to use this within their curriculum planning and mapping around this topic which could also sit within wider PHSE/RSHE curriculum themes, for example keeping safe, physical health and mental wellbeing and respectful relationships and will be delivered internally by their own staff.</p>	<p>Knife Crime – Universal Education Resource</p>

Universal	National Justice Museum	<p>Choices and Consequences</p> <p>Visiting the Ben Kinsella Choices and Consequences exhibition at the National Justice Museum.</p> <p>Staff Briefing sessions.</p> <p>School staff being trained to facilitate visits to the Choices and Consequences exhibition.</p>	<p>Call 0115 952 0555 or email: info@nationaljusticemuseum.org.uk</p>
Universal	Ben Kinsella Trust	<p>Resources for parents</p> <p>Resources for parents to help them talk to their child about the risks to carrying knives.</p>	<p>https://benkinsella.org.uk/resources/</p>
Universal	Offensive Weapon Act	<p>The Offensive Weapons Act 2019 - GOV.UK (www.gov.uk)</p>	
Universal	Crimestoppers	<p>What is Fearless? Crimestoppers (crimestoppers-uk.org)</p>	
Targeted	Nottinghamshire Police	<p>Joint Police/school delivery</p> <p>Assembly/small group/assembly discussion: Neighbourhood Police Officers could be invited to contribute to lesson delivery alongside school staff using the Knife Crime – Universal Education Resource or the Ben Kinsella Trust Resources for teachers and practitioners</p>	<p>Neighbourhood Police Officers</p> <p>Police SEIOs</p>

Targeted	Nottinghamshire Children's Services	Safeguarding Referral to Nottinghamshire Children's Services MASH where concerns arise in relation to safeguarding including those relating to child exploitation	Multi-Agency Safeguarding Hub (MASH) Nottinghamshire County Council
Targeted	Tackling Emerging Threats to Children (TETC) Team	Consultation, Support and Co-Production with schools and education providers As an early intervention service, the TETC team can be contacted to discuss emerging or ongoing concerns about students. The team can also support through consultations following an incident. Information and signposting are also available on the TETC pages on the Nottinghamshire school's portal. Face to face and MS Teams training is also available.	TETC@nottscc.gov.uk Contact: Penny Bent (Schools Health Hub Coordinator) Tel: 0115 9774959 Email: penny.bent@nottscc.gov.uk
Targeted	Ben Kinsella Trust / National Justice Museum	Additional resources for teachers and practitioners Lesson and session plans for teachers working with children to empower schools to educate children away from knife crime and help them to make better choices.	https://benkinsella.org.uk/resources/
Targeted	Nottinghamshire Youth Justice Service: Prevention and Early Intervention	Individual 1:1 work Early intervention Targeted Youth Support (TYS) team will deliver bespoke planned interventions with children identified as at risk of becoming involved in weapons, exploitation and/or violent offending	Youth Justice Service Nottinghamshire County Council

Targeted	Violence Reduction Partnership: Sports. Mentoring and Diversion	<p>Community and Voluntary sector offer</p> <p>The Violence Reduction Partnership (VRP) is a partnership that brings together specialists from Local Government, Health Education, Policing and Criminal Justice to work with communities and the third sector to reduce serious violence and tackle its underlying causes. The VRP works in partnership with voluntary and community sectors partners to ensure provision is delivered to a high quality and that children are properly safeguarded, and their additional needs are met.</p>	<p>Home Violence Reduction Unit (nottsvrp.co.uk)</p>
Targeted	Mental Health Support Team	<p>Mental Health Support Team</p> <p>MHST offer 1:1 and small group work with children experiencing mental health difficulties. They have a range of practitioners including education mental health practitioners and children’s wellbeing practitioners who are all based in Nottinghamshire schools.</p> <p>MHST also works alongside school to develop whole school approaches to mental health, we offer a range of services as part of this offer, including themed workshops.</p>	<p>Mental Health Support Teams CAMHS - Mental Health Support Teams Nottinghamshire Healthcare NHS Foundation Trust</p>
Statutory	Nottinghamshire Youth Justice Service	<p>Youth Justice Service –</p> <p>The YJS gets involved if a child is referred to the Out of Court panel, or convicted of a crime and given a sentence at court.</p>	<p>Youth Justice Service Nottinghamshire County Council</p>

Appendices 1

Legal Definitions

Knife possession

There are numerous offences and legislation relating to the possession of weapons and knives. These include:

Prevention of Crime Act 1953 (“the 1953 legislation”)

- Having an offensive weapon in a public place – section 1
- Threatening with an offensive weapon in public – section 1A

Criminal Justice Act 1988 (“the 1988 legislation”)

- Having a bladed or sharply pointed article in a public place – section 139
- Having a bladed or sharply pointed article on school or further education premises – section 139A
- Threatening with a bladed article in a public place or on school or further education premises – section 139AA
- Manufacture, sale or hire, or offer for sale or hire, expose or have in their possession for the purpose of sale or hire, or lending or giving an offensive weapon to any other person – section 141

S. 139 Criminal Justice Act 1988

Prohibits having with you in a public place any article which has a blade or is sharply pointed, (included a folding pocketknife if the cutting edge of its blade exceeds 7.62cm/ 3inches)

S. 139A Criminal Justice Act 1988

Creates offence of possessing an article with a blade or sharp point or an offensive weapon on school premises.

S.1 Prevention of Crime Act 1953

Prohibits the possession in any public place of an offensive weapon without lawful authority or excuse.

Nottinghamshire's Police has issued a policy to the Police force on how to deal with individuals who commit knife crime. The focus of the policy is to ensure a consistent and robust approach to knife crime and in particular possession offences, sending a clear message to those who carry knives that this is unacceptable.

BB Guns

Possession of these types of guns under legislation is not an offence as they are deemed to be toys. However, if from a school or college's perspective they break school rules, they could be seized and retained in line with Department of Education guidance.

If an item is found which is suspected to be a gun, and it cannot be ascertained whether it is a genuine firearm or not, it should be treated as a firearm and the police should be called immediately (via 999 or 101) to ensure that all parties are safe. It is good practice to report any possession of a BB Gun to the police, as it could be deemed to be an indicator of Child Criminal Exploitation or Serious Youth Violence.

If a child is in possession of an item that is suspected to be a gun call 999.



Appendices 2

Safeguarding and Prevention

All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. Some areas of vulnerability that a child may experience are highlighted below but should not be seen as a comprehensive list. It is important to note that most children with vulnerabilities do not commit offences.

However, the challenges that children with vulnerabilities experience can sometimes contribute to behaviours which may lead them to unwittingly commit offences. All school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory education, health and care plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol use, adult mental health issues and domestic abuse
- are using drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child
- is a child in care
- has experienced recent trauma e.g. bereavement



Education settings will already be taking action to prevent incidents of offensive weapons being brought into school if they are adhering to statutory guidance Keeping Children Safe in Education through clear policies, practices and a wider culture of vigilance.

The following points are considerations which could support minimising the risk of incidents by taking a Contextual Safeguarding approach (Adapted from Beyond Referrals; Firmin, Lloyd & Walker 2018).

Context

1. School professionals should maintain up to date safeguarding training for all cohorts of staff and have an understanding of current and emerging issues (locally and nationally) which may be affecting students. The school should work with community groups, parents, and students to understand the impact of any change to relevant local issues.
2. The school should identify and use pathways to engage within local contexts (engagement with the local Police, SEIO's, youth services and community groups). This could identify positive and protective activities in your communities for children to engage with.
3. The school environment is to be reviewed regularly in terms of health, safety and safeguarding. When an incident of harm occurs on the school site, necessary steps need to be taken to prevent future incidents. This could include a large fight or an intruder on site which results in a lock down.
4. There may be areas of Nottinghamshire that could be deemed to be a safeguarding concern and a risk to children. Should your school have concerns about an area of the local neighbourhood, or key hot spots, consider contacting The Neighbourhood Policing Team, contact details can be found on <https://www.nottinghamshire.police.uk/>

Culture

1. Ensure all safeguarding training is maintained about child-on-child abuse, serious youth crime, criminal and sexual child exploitation, and drug awareness. Training can be sourced through [Nottinghamshire Safeguarding Children Partnership](#)
2. Ensure safeguarding in the curriculum is robust and mapped out through quality Personal, Social and Health Education (PSHE)/Relationships, Sex and Health Education (RSHE).
3. The school ethos must promote positive behaviour relating to children keeping themselves safe and respecting each other and adults. The staff and students should recognise this and participate in the development, shaping and reviewing of the culture.
4. Ensure that students know who they can talk to and how they can raise concerns. Schools can access, deliver and promote the work of [Fearless.org](#) (the dedicated youth service of Crimestoppers) a service that allows you to report information about crime anonymously. This could be done via safeguarding notice boards, assemblies, or virtual student spaces.
5. The school should strive to understand the lived experiences of students and the influence of communities in which they live.

Policies

1. Ensure that the Behaviour Policy is aligned with the Safeguarding/Child Protection Policy with consideration of a trauma informed approach, which considers Adverse Childhood Experiences (ACEs).
2. Consider your duties under the Public sector equality duty and Serious Violence Duty
3. Ensure the Behaviour and Safeguarding Policies are consistent with legislation, statutory guidance, and local arrangements. For instance, Under section 89 of the School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012, the head teacher/principal must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year. Best practice would be that this is developed with students, staff, parents, and governing body. This should be accessible to all your school community, there should be opportunities to read and understand the Behaviour Policy.
4. Consider reviewing the Behaviour Policy alongside the Health & Safety Policy and processes to ensure a contextual safeguarding approach in relation to the school environment. For example, taking action to improve safety in areas of the school that students have identified as spaces where they feel unsafe. See the Department of Education's guidance on School and college security. Consider completing the Self-assessment emergency incident planning checklist.

Practice

1. There should be regular auditing of the use of systems for recording information about pupils including safeguarding systems. Ensuring that vulnerable children are identified through cross referencing of behaviour, attendance, and attainment records and that where necessary differentiation takes place, in particular for your Special Education Needs and Disability SEND students and take action where practice breaches of the Public Sector Equality Duty occurs (discrimination against those with protected characteristics).
2. Ensure that you assess vulnerable students' cases at least on a termly basis, or as required. Action plans should be generated and reviewed on a regular basis. Case management can include peer groups as well as individual students.
3. Schools are encouraged to identify and analyse data trends to enable preventative action and interventions to take place. This could include reviewing incidents of peer-on-peer conflict, such as bullying, online disputes or fights.

Referral Criteria & Referral Form:

- **My Future: Youth Intervention Programme**
- **My Future: Mentoring and Support**

The Youth Justice Service (YJS) work with young people on a voluntary basis, offering preventative interventions to address individual needs, with the aim of preventing them from entering the Criminal Justice System (CJS).

The service can also provide support to young people in a mentoring capacity; encouraging positive lifestyle choices, by challenging and changing attitudes and values that contribute to serious youth violence.

The service offers support and intervention to children and young people that is tailored to their individual needs. Intervention could be on a one to one or group work basis, delivered by YJ workers or specialist workers based within the Youth Service. The referrer should consider what services are already being provided to address the areas of concern and what additional support is required.

Referrals will be considered for young people aged 10 – 17 (up to their 18th birthday). Referrals are welcomed from across all partner agencies and should be made at the earliest opportunity. It needs to be clear that a discussion has been had with the young person and parent / carer (where appropriate) to advise them that a referral will be made, and that engagement is voluntary.

The referrer should consider the young person's behaviour in the context of their *individual circumstances and needs*.

Referral indicators:

- The young person is engaging in, or at risk of engaging in, anti-social behaviour or behaviour which could lead to Police involvement.
- There are concerns relating to the young person being involved in, or at risk of being involved in, acts of aggression/violent behaviour and/or using knives/weapons.
- There are concerns' regarding their use of social media which places either themselves or others at a risk of harm.
- There are concerns regarding the young person's thinking and behaviour which harmfully impact on their relationships (e.g. discriminatory attitudes and beliefs).
- Concerns are being raised in relation to the young person's risk of being or becoming involved in Serious Youth Violence (SYV) or / and Child Criminal Exploitation (CCE)
- There exists other concerning or worrying behaviour, which unaddressed, may lead to criminalisation.

If there are concerns that are not referenced above, please contact the Early Help Unit 0115 8041248 for advice and guidance. If a young person is in immediate danger or at risk of harm a safeguarding referral should be made to MASH 0300 500 80 90 email: mash.safeguarding@nottsc.gov.uk (or contact the Emergency Duty Team if out of hours on 0300 456 4546).

If you are unsure as to whether a referral is appropriate, please call the YJS Duty Officer 0115 8042888 (Mon – Thurs 8:30am – 5:00pm, Friday 8:30am – 4:30pm).

Referral details:

Name of Young Person:

--

Date of Birth:

Age:

--	--

Parent/ Carer name(s):

--

Address and contact telephone number(s):

--

Name and contact details of referrer (including organisation):

--

Has the young person and parent / carer been advised that a referral is being made for intervention and support?

Yes / No

What are the views of the young person and family regarding this referral?

Reason for referral (present situation and concerns):

--

Has the young person been discussed at the Serious Youth Violence Child Criminal Exploitation Panel? Yes / No

Are any of the following risk factors applicable for this young person?

<input type="checkbox"/> Knife Use	<input type="checkbox"/> Serious Youth Violence	<input type="checkbox"/> Mental Health Issues
<input type="checkbox"/> CCE/CSE	<input type="checkbox"/> Substance Misuse	

Please specify how you want the young person to benefit from this referral and the desired outcome:
(Are there any resources (e.g. family, friends, community) or services already being provided to address the concern?)

Date of Referral: _____

Contact Details and Referral Submission

Referrals should be sent password protected – please do not include personal details in the email subject line.

NottsYJS@nottsc.gov.uk

Once a referral has been received, you will be updated regarding the referral decision within five working days.

Should you need to discuss a referral please phone YJS Duty Officer 0115 8042888 (Mon – Thurs 8:30am – 5:00pm, Friday 8:30am – 4:30pm).

For Office Use Only: Information Relevant to Allocation of Referral

Early Police Alert to Schools



This notification is an early alert that a young person has been identified, via Synergy, as being a pupil at your school who has been connected to a knife related or serious violence incident which has been reported to the Police. This personal data is being shared in line with DPA 2018: Section 35(2)(b)

Name:

Involvement: Suspect

DOB:

School:

Offence:

Occurrence Number:

Offence date: [Click here to enter a date.](#) **Time:**

The minimum data provided above is proportionate as an early alert of an incident. If you require any further information, you must contact the Investigating Officer directly and not the sender of this email. Your Schools and Early Intervention Officer- SEIO will also be able to offer support and guidance:

Investigating Officer:

Contact number:

Email: @notts.police.co.uk

Currently open to Youth Justice Service: No

YJS worker: **Contact number:**

The purpose of this early alert is for you to monitor the safeguarding and welfare of the young person, offer support, understand the context around any repercussions and to share information back with the police.

This information must not be further disseminated without the consent of the Investigating Officer and must be securely disposed of in line with your Data Protection requirements.

*If the DSL speaks to the young person involved, subject to the alert, they **MUST** record what was said as it may need to be disclosed as third-party material.*

[Early Police Alert to Schools \(EPAS\)](#)
[following weapon possession or violent incident](#)

Step 1 - DON'T PANIC! The EPAS notification lets you know the child has been through something difficult and may not be at their best at school today - someone who the child has a good relationship with might be best placed to have a chat to them to see if they are okay and if there are any immediate concerns that need addressing

Step 2 - Establish the Details Contact the Officer In Charge (OIC) or your allocated SEIO for further details, to verify action taken to date and whether they have any recommendations on interventions required for the school to manage risk. Advice should be sought as to whether it is appropriate to contact parents/carers. Information may be limited if it is part of an ongoing investigation.

Step 3 – Manage any Known Risks - If the alleged suspect, victim and/ or the witness attend the same school you may wish to consider with police how will this be managed to reduce the impact of heightened tensions? Is there a plan to manage unstructured times and travelling to and from school? Is there an appropriate risk assessment in place? **Refer to your schools own policies on Safeguarding, Behaviour Policies and Child Protection.**

**DO NOT DISCUSS ANY DETAILS OF THE ALLEGED OFFENCE
WITH THE CHILD / PARENT IF THIS IS STILL A PENDING INVESTIGATION**

Step 4 – Check on the Welfare of the Young Person Are they in school and if not have you heard from parent/carers? Would they benefit from some additional support from a member of staff? Do they need any adjustments today to help them access their education? Do they feel safe in school and travelling home today?

Step 5 – Contact Parents if agreed with OIC/ SEIO (they will guide you about what can be shared at this stage). Are there any additional safeguarding concerns raised by the parents/ carers, do they need additional advice on next steps and who is best to provide these (police, SEIO, YJS)?

Step 6 – consider what else is going on for this young person - How is their behaviour in school? How is their attendance? Have parents reported any concerns? When these are considered in the context of the EPAS, does there need to be an onward referral to the Early Help Unit, MASH or Youth Justice Service?

Key Contacts for further advice:

On how to support and make referrals for specific young people – contact your local YJS team [Youth justice | Nottinghamshire County Council](#)

On the EPAS process, whole school approaches and knife crime policies - Contact the TETC team tetc@nottscc.gov.uk

On the role of the SEIOs or if you do not know who your SEIO is contact Kerry.Hall@Notts.Police.uk