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# Police in Classrooms

**Submission date**
25/06/2025

**Recruitment status**
No longer recruiting

**Registration date**
10/07/2025

**Overall study status**
Ongoing

**Last Edited**
23/01/2026

**Condition category**
Other

[_] Prospectively registered
[_] Protocol
[_] Statistical analysis plan
[_] Results
[_] Individual participant data
[X] Record updated in last year

## Plain English summary of protocol

Background and study aims
The purpose of the study is to evaluate a new PSHE curriculum, which has been created by the PSHE Association. Four new units have been designed, each comprising three lessons. The first and the third lessons are taught as normal by a PSHE teacher, and the second lesson is taught by a local police officer. Different units have been designed to be at the appropriate level for different year groups.
Year 7: Unit 1 - Personal safety
Year 8: Unit 2 – Drugs and the law
Year 9: Unit 2 - Drugs and the law OR Unit 3 - Violence prevention
Year 10: Unit 3 – Violence prevention OR Unit 4 – Knife crime
We want to find out a few things about the new curriculum:
1. Will the lessons change how pupils feel about the police?
2. Will the lessons change pupils' behaviour or wellbeing?
3. Will the lessons change what pupils think is right and wrong?
4. Will the lessons change whether or not a pupil is involved in a crime?
To answer these questions, we are running a Randomised Controlled Trial (RCT), where some year groups are randomly assigned to the treatment group and will receive the new lessons, and other year groups are assigned to the control group and have their PSHE lessons as normal. All students will complete a survey before and after the lessons.

Who can participate?
Mainstream state-funded schools in the areas covered by Greater Manchester Police or Hertfordshire Police are eligible to take part. Parents/guardians have the opportunity to opt their children out of completing surveys.

What does the study involve?
Year groups 7-10 in participating schools will be assigned to the treatment group or the control group. If a year group is treated, they will have three of the new PSHE lessons. The first and the last lesson will be taught by their usual PSHE teacher, while the second lesson will be taught by a police officer. If a year group is assigned to be a control, they will have their PSHE lessons as normal.
All students in years 7-10 will complete a survey before and after any teaching takes place. Questions in the survey are about students' strengths and difficulties, what they think is right and wrong, what they think about police, and demographic questions.

Students, school staff, parents, and police officers will also be asked to take part in interviews and/or focus groups, to enhance our understanding of participants' thoughts and feelings about the police and the curriculum.

What are the possible benefits and risks of participating?
Benefits:
1. Schools will have access to all lesson plans, slides and resources developed by the PSHE Association
2. Schools will have a strengthened relationship with their local police force
3. Schools will receive a school-level report of data directly related to the school

Risks:
1. Some students may find receiving teaching from a police officer or some of the survey questions about the police uncomfortable
2. Students will spend about 15 minutes taking the baseline survey and 15 minutes taking the endline survey
3. Parents will be asked to give opt-out consent, so there is a risk that parents miss the information sheet or fail to opt their child out when they would have wished to
4. We will be collecting demographic information, so if a student has a very rare combination of characteristics, they may be identifiable in our dataset

Where is the study run from?
Hertfordshire Police, Greater Manchester Police, and Avon and Somerset Police (UK)

When is the study starting and how long is it expected to run for?
August 2024 to December 2026

Who is funding the study?
Youth Endowment Fund (YEF) (UK)

Who is the main contact?
Prof. Michael Sanders, michael.t.sanders@kcl.ac.uk

# Contact information

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Scientific, Principal investigator

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# Additional identifiers

**Protocol serial number**
HR/DP-24/25-45765

# Study information

**Scientific Title**
Police in Classrooms

**Acronym**
PiCl

**Study objectives**
This study aims to evaluate the effects of police officers teaching a new PSHE curriculum designed by the PSHE Association to pupils aged 11 - 16 years on pupils' emotional and behavioural difficulties, offending and victimhood rates, delinquent beliefs, trust and confidence in the police, confidence in seeking help from police, deterrence (change in behaviour), and school attendance.

**Ethics approval required**
Ethics approval required

**Ethics approval(s)**
Approved 17/12/2024, King's College London SSHL Research Ethics Subcommittee (3rd Floor, 5-11 Lavington Street, London, SE1 0NZ, United Kingdom; +44 (0)2078483871; rec@kcl.ac.uk), ref: HR/DP-24/25-45765

**Primary study design**
Interventional

**Study design**
Cluster randomized controlled trial

**Study type(s)**
Efficacy

### Health condition(s) or problem(s) studied
Police-taught PSHE lessons for students in years 7-10

### Interventions
Year groups 7-10 at participating schools will be randomized into the treatment or control groups. The researchers are using a cluster, stratified randomisation, whereby the cluster is a year group and stratified by school. They used the block randomisation function (block_ra) from the R randomizr package: https://cran.r-project.org/web/packages/randomizr/vignettes/randomizr_vignette.html. Two year groups at each school will be in the control group and two year groups in the treatment group.

The control group will have their PSHE lessons as they usually would.

The treatment group will receive one age-appropriate unit of lessons from a new PSHE curriculum designed by the PSHE Association. The units comprise three lessons, with the second lesson taught by a police officer.

### Intervention Type
Behavioural

### Primary outcome(s)
Pupils' emotional and behavioural difficulties, as measured by the Strengths and Difficulties Questionnaire (SDQ), before and after teaching takes place

### Key secondary outcome(s)
1. Offending and victimhood rates, measured using police crime data, in the year before and the year after the teaching takes place
2. Delinquent beliefs, measured using the Delinquent Beliefs Scale, before and after teaching takes place
3. Trust and confidence in the police, measured using the Perceptions of Police Scale before and after teaching takes place
4. Disclosure and help-seeking behaviour, measured using bespoke pupil survey questions, before and after teaching takes place
5. Deterrence (change in behaviour), measured using bespoke survey questions such “Has this lesson made you feel more confident to talk to the police about the law and safety? Yes/No/Unsure”, asked before and after teaching takes place
6. School attendance, measured using school administrative data, in the year before and after teaching takes place

### Completion date
31/12/2026

## Eligibility

### Key inclusion criteria
1. Attending a mainstream school in the areas covered by one of Avon and Somerset Police, Greater Manchester Police, or Hertfordshire Police, where the school has chosen to take part in the study
2. Be in years 7, 8, 9, or 10
3. Have parental consent to complete student surveys

### Participant type(s)
Learner/student

### Healthy volunteers allowed
No

### Age group
Child

### Lower age limit
11 Years

### Upper age limit
15 Years

### Sex
All

### Total final enrolment
0

### Key exclusion criteria
1. Participants attend a school that has not chosen to take part in the trial
2. Participants' parent/guardian opts them out of completing surveys
3. Participants are not in years 7, 8, 9, or 10

### Date of first enrolment
01/02/2025

### Date of final enrolment
31/12/2025

## Locations

### Countries of recruitment
United Kingdom

England

### Study participating centre
**Hertfordshire Constabulary HQ**
Stanborough Road
Welwyn Garden City
England
AL8 6XF

**Study participating centre**
**Greater Manchester Police Force HQ**
Northampton Road
Manchester
England
M40 5BP

**Study participating centre**
**Avon and Somerset Police**
Valley Road
Portishead
Bristol
England
BS20 8JJ

# Sponsor information

**Organisation**
King's College London

**ROR**
https://ror.org/0220mzb33

# Funder(s)

**Funder type**
Charity

**Funder Name**
Youth Endowment Fund

**Alternative Name(s)**
YouthEndowFund, YEF

**Funding Body Type**
Private sector organisation

**Funding Body Subtype**
Trusts, charities, foundations (both public and private)

**Location**
United Kingdom

# Results and Publications

### Individual participant data (IPD) sharing plan

All data will be processed in accordance with the Data Protection Act 2018 and UK General Data Protection Regulations (UK GDPR). Consent has been obtained from all participants. Data collected via pupil surveys will be transferred to a limited access SharePoint folder within King's College London. Data collected will be held for five years or until the date of final publication, whichever is sooner. After this date, all data will be deleted from our respective university storage. Data archiving will comply with YEF data guidelines, submitting one dataset with identifying data and unique project-specific reference numbers to DfE, and another dataset with evaluation data and the project-specific reference numbers. Information that is stored indefinitely is protected by the Office for National Statistics' "Five Safes' framework". YEF have put in place strong measures to protect the information in their archive. The information can only be accessed by approved researchers in secure settings and there are strict restrictions about how the information can be used. Pupil names and other identifying information will be removed and replaced with a record number. Information in the YEF archive cannot be used by law enforcement bodies or by the Home Office for immigration enforcement purposes.

### IPD sharing plan summary

Stored in non-publicly available repository