OFFENSIVE WEAPON AND KNIFE CARRYING PROTOCOL FOR EDUCATION (GATESHEAD)

Guidance document for schools and pupils unable to attend mainstream school

November 2023

NORTHUMBRIA POLICE & CRIME COMMISSIONER | violence reduction unit

Improving lives to prevent crime

Gateshead Council



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INTRODUCTION

When a child or young person makes the decision to take a knife, blade or other offensive weapon into a school, it is a serious one, with potentially fatal consequences, it can have a devastating impact upon their future whether it is used or not. This protocol provides guidance for schools (Primary and Secondary) and pupils unable to attend mainstream school, if such incident occurs on the school's premises.

The Department for Education's (2023) Keeping children safe in education[1](KCSIE) indicates that some children, particularly those who are being criminally or sexually exploited, may be coerced or intimidated into carrying a weapon or begin to carry a weapon or knife for a sense of self-protection.

The reasons why a child or young person should pick up and carry a weapon are complex, but include fear, protection, symbolism and fashion. Professional curiosity should explore these reasons for each incident as the circumstances will often be a safeguarding and/or a contextual safeguarding concern.

This Protocol:

- enables schools and pupils unable to attend mainstream school, to have a consistent approach when dealing with knives and other offensive weapons;
- provides good practice on event recording, searching and the safer handling of knives/weapons;
- explains the legal requirements and the law relating to such event;
- outlines the expectations of school staff where a child or young person brings a weapon or knife into school;
- outlines the procedural and operational guidance with regard to weapon or knife crime incidents in school;
- is designed to provide information and guidance and it should sit alongside your policies and procedures; and
- outlines what will happen when the police become involved.

It is expected that there will be a multi-agency approach involving the Police, Children's Services and the Youth Justice team to support the school or pupils unable to attend mainstream school, and identify suitable early interventions to disrupt the current behaviour patterns and influence positive change.

This protocol only relates to incidents where a weapon or knife has been brought into school. Where there is information about a student carrying a weapon or knife in the community then this should be discussed with the Designated Safeguarding Lead (DSL). The DSL should then share the information with the Youth Justice Service (YJS), who will explore an appropriate intervention. Your YJS contact is emmablackwell@gateshead.co.uk. An intel form (appendix 1) should also be completed and submitted to Northumbria Police.

[1] Keeping children safe in education - GOV.UK (www.gov.uk)



FLOWCHART

This flowchart gives an overview of what schools should do if it's believed a young person has a weapon on school premises. Further information is provided in the document.

Consider how you record accurately
See page 6

Department for Education Guidance on searching

Member of staff suspects a student has a weapon in school

Head Teacher and or the Deputy to be informed

Student to be searched

Safer approach to searching
See page 7

NO WEAPON FOUND

Test the accuracy of your information

If there are still concerns speak to your safeguarding lead for further advice.

Northumbria Police can offer an intervention where it is suspected a young person may been carrying a weapon Submit an intel form – *see page 17*

WEAPON FOUND

Inform parents and carers

Remove weapon safely and store safely until collected by police
See page 8

Contact police on 999 or 101

The police will investigate and make a referral to Youth Justice and the young person will receive an appropriate intervention.

In deciding the appropriate action, it is good practice to investigate the circumstances as to why the young person has brought a weapon into school (see inquisitive enquiry). The investigation should be child-centred, and trauma-informed.

It is good practice to convene a multi-agency meeting to help understand risk and vulnerabilities, current or previous involvement with services, and to identify other sources of support - *see page 13*

Document all circumstances, actions and decision making. Keep a copy on file.

Through a multi-agency response and appropriate meaningful intervention/s the young person may be able to stay in school.



GUIDANCE ON EVENT RECORDING

To ensure the appropriate action is taken it is important to ask the right kind of questions and to record the relevant information.

Recording information is crucial as it is passed from person to person. It helps with accuracy of the information and may be referred to or used at a future date. If the information leads to restraint or searching of a young person, then the information recorded should be justifiable enough so others can see why the action was taken and proportionate in the circumstances.

In the case where a pupil reports an event to a member of staff it is crucial that a written record begins at the earliest opportunity. This record will ensure that when information is disseminated between members of staff the information is accurate.

It is important to test the accuracy of the information. If a child tells a teacher that another pupil has a weapon it's useful information but further questions to ascertain how they know this; where did they see the weapon; why have they brought it into school; how did they find out that they had the weapon makes the information more valuable and will lead to a greater confidence in dealing with the event.

Where a member of staff suspects a child has possession of a weapon in school it is equally important to record the same information. If the action is questioned the member of staff and the school are confident that their decision making was structured and informed.

There is a real balance between the necessity for speed in taking action and taking enough time to be sure about the details of the event. It is critical to ask the right questions at the earliest opportunity to build provenance around an event.

Useful information to record at each step of the inquiry includes:

- Date and time
- Reporting person
- Information
- Action

The information should include the reason(s) why you suspected the young person of carrying a knife/weapon.

It is recommended that your recording documentation would form part of a chronology, so that when the information is handed from one member of staff to another or one agency to another, there is continuity.

An example recording form is attached at Appendix 2.



GUIDANCE FOR THE SAFER SEARCHING OF PUPILS

Each school establishment will have its own procedures around scanning and searching students. Whether the school has a policy of searching all students as a condition of entry, an agreement that a specific student is to be searched daily or searching based on specific information, there are some safer techniques that can be considered.

Search wands

There are several brands of wands available. Most operate by emitting a sound when they detect metal. Some can be used on silent and will vibrate rather than making a sound.

If you are using search wands in school please ensure:

- this is communicated to parents/carers;
- there is appropriate information on your school website which clearly sets out when these items might be used; and
- their use is referenced in your behaviour policy.

The wands are a good means of confirming suspicion and they do so in a manner that avoids physical contact between the designated member of staff and pupil.

Communication prior to and during search

Conversation between pupil and teacher/staff should always remain professional. Your intention is to search the young person and it is important to have a calm approach and not surprise the young person.

The following may be a useful reference and provide structure to the search prior, during and after the event.

- Ensure that the **Place** you are going to conduct the search is away from other students, in a safe environment.
- **Communicate** who you are, what position you hold and if the pupil knows you or you them.
- **Explain** to the pupil what the object of the search is and how it is going to be conducted.
- State your **Grounds** for the search; be confident in your powers under the Department of Education guidance reassure them that their dignity and safety is paramount.
- **Search** them.
- **Technique:** There should be two people present during a search. One designated person to search (they should be the same sex as the person being searched) and one witness. The designated person's job is to conduct the search and the witness will engage the student in conversation, watch for any escalation of behaviour and act as a safety officer.
- **Record** the event, what was found/not found and subsequent actions. You should also update your safeguarding system e.g. CPOMS.
- **Inform** parents/carers

There is detailed guidance on this power in Department for Education's (2022) Searching, Screening and Confiscation Advice for schools.

GUIDANCE FOR THE SAFER HANDLING OF BLADED WEAPONS

To ensure the safe handling of a weapon with a blade it is suggested that you have access to Knife Tubes. This tube is similar to Figure A and they come in a variety of sizes. The advice is for the school/PRU to use the tube and get a replacement when the police take the weapon away from your site.

Figure A – knife tubes



Where possible use gloves that are slash proof to handle weapons. In all cases be aware of the blade especially in spring loaded and butterfly knives as they can cut fingers when opening, especially if you are unfamiliar with the mechanics.

In the absence of knife tubes, you can wrap the blade in bubble wrap, newspaper or cardboard and secure with tape.

Ensure that the blade or weapon is stored away securely until the police can collect. You should label this with the date, pupil name, staff contact name and contact details.



GUIDANCE ON INQUISITIVE ENQUIRY

Professionals are reminded that a child who picks up and carries a knife, especially if they bring it in to school because of fear or for self-protection, may be a victim of criminal or sexual exploitation and this may require a safeguarding or contextual safeguarding response.

If there are concerns around a child being exploited then again this should be discussed with the Designated Safeguarding Lead and a child concern submitted to the local authority, details below. Professional curiosity should explore these reasons for each incident.

Furthermore, we should seek to understand if the young person has brought in the weapon due to mental health concerns or for self-harm.

Where a child is found to have brought a weapon or knife into school, or where there are reports that a child is carrying a weapon or knife, and the school have intervened, it is important we see this as a 'teachable moment.'

A 'teachable moment' is a point at which an individual will be more accepting to the offer of support and in such instances provide an opportunity for those involved to engage with the child and for the child to share information about any worries or concerns they may have which could be placing them at risk.

It is important that those involved try to engage with the child in a way that helps to gain a greater understanding of what is going on for the child, their vulnerabilities, any indicators of the child being at risk or/being exploited and think about what additional support they may require.

Report a concern about a child or young person

- If you are ever concerned that a child is in immediate danger call the police on 999.

During office hours

- If you are ever concerned that a child is in immediate danger call the police on 999.
- If you are concerned about a child or young person call the local authority on 0191 433 2653 (office hours: Monday - Friday, 8.30am to 5pm)
- You can also discuss any concerns with someone who works with children and families, e.g. your health worker, social worker, school nurse or teacher (all schools have a teacher responsible for child protection).
- You can also complete the online referral form: Refer a concern

Out of office hours

- If the issue cannot wait until the next working day, call the Emergency Duty Team on 0191 477 0844 (out of hours, at night, at weekends and bank holidays)
- You can also complete the online referral form: Refer a concern



AFTER THE POLICE ARE INFORMED

Schools should (unless in exceptional circumstances) contact the police when there is a student (or anyone else) in school with a knife or offensive weapon.

National Police Chief Council (NPCC) When to call the police, guidance for schools and colleges[2] (see Appendix 2).

Where an immediate police response is required - dial 999

Examples. Where a young person has a weapon and there is:

- A danger to life
- Use of immediate or the threat of immediate use of violence
- Serious injury caused to a person
- Serious damage to property.

In these circumstances it may be necessary for the police to attend school.

In other circumstances, report the incident to police via 101.

The police will ask the young person to attend a police station as a Voluntary Attender (VA), except in exceptional circumstances where an arrest is necessary.

Once the police have been informed by a school that a young person has taken in a knife/weapon they will record this and start an investigation. There is specific guidance for police officers in relation to recording incidents reported in schools (Appendix 4).

It is a priority for the police to ensure that young people are not unnecessarily criminalised, and every opportunity is taken to diver them away from offending and that the reachable and teachable moments are maximised. Multi-agency panels, see next section, help the police to do this.

A police officer will come to the school to take the weapon away.

Where possible, an officer in the local neighbourhood policing team will pick up the investigation and be the school's point of contact.

Once the police have recorded and investigated the incident they will:

- Put a knife/weapon warning marker on the young person's record. This is for the purposes of intelligence but also the safety of officers, if the young person is stopped and searched in the future, for example.
- Submit a child concern notification to children's social care. This is again for intelligence purposes but will also help social care form a picture of the young person, put appropriate interventions in place or/and update the young person's worker, if they have one.
- Make a referral to the young person's local Youth Justice Services.

[2] when-to-call-the-police--guidance-for-schools-and-colleges.pdf (npcc.police.uk)

On deciding the outcome for the young person, CPS guidance states:

16/17-year-olds – simple possession

- Charge unless exceptional circumstances make it more appropriate to issue a Youth Conditional Caution.
- History of violence, previously dealt with for a weapon/knife offence, or an offence under investigation is an offence other than a simple possession and therefore the young person should be charged.

Under 16s

- Simple possession, no previous – Youth Conditional Caution.
- Or, alternate disposal in truly exceptional circumstances.
- History of violence, previously dealt with for a weapon/knife offence, or an offence under investigation is an offence other than a simple possession and therefore the young person should be charged.

Where a decision is taken not to charge, the young person will be referred to the Youth Justice Service for an Out of Court Disposal (OOCD) assessment. The Out of Court Panel, with reference to the guidance, makes the decision as to the most appropriate disposal.



YOUTH JUSTICE SERVICE INTERVENTION

Once processed by police and a decision is taken not to charge the young person will be referred to YJS for an OOCD. A YJS case worker will be allocated and an OOCD panel date identified. The YJS case worker will complete an assessment with the young person, exploring the circumstances of the offence, their wider needs and factors potentially contributing to risk and desistance.

Following the OOCD assessment, the multi-agency OOCD panel makes a decision on the most appropriate disposal. The options available include an Outcome 22, a Youth Caution, or a Youth Conditional Caution.

After the OOCD panel, the case worker meets with the young person to agree the intervention plan which will include a knife/weapon intervention covering consequences, the law, joint enterprise and safety. The young person and their parent/carer are required to attend the OOCD Surgery at which a YJS police officer will go through the requirements of the OOCD, and any conditions attached to it. This requires signatures and the young person is given a copy of the agreed disposal.

As part of the intervention process a review with the young person and parents/carers will be completed to explore progress and discuss any on-going needs. Where additional need is identified, and with the agreement of the young person and family, referrals to other agencies will be made.

As part of the assessment, agencies involved with the young person, e.g. school, will be contacted to ascertain information which will inform the assessment. Where risk factors in relation to the likelihood of reoffending, risk of serious harm or safety and wellbeing are rated as high, the young person will be discussed at a cases of concern meeting to ensure there is a robust risk management plan in place.



GUIDANCE ON ESTABLISHING A MULTI-AGENCY MEETING

It is good practice for schools to convene a multi-agency meeting to help understand risk and vulnerabilities, current or previous involvement with services, and to identify other sources of support for the young person.

It is recommended that a multi-agency meeting is established as soon as practically possible after the incident has occurred and has been reported to the police.

The representatives at these meetings should include:

- School – Head Teacher, Designated Safeguarding Lead
- Local Authority – Education, Social Care, Youth Justice
- Northumbria Police – contact your local SPOC
- Any existing support services the young person is currently engaged with.

The young person and their parent/carer should also be invited to the meeting or be given a chance to contribute in another way.

The police investigation and YJS referral will still take place. This meeting is to identify any additional support for the young person.



SUSPENSIONS AND PERMANENT EXCLUSIONS

Positive, pro-social behaviours in schools are essential. Creating a supportive and caring culture and safe learning environment ensures that all students can flourish and benefit from the opportunities provided by education. It is essential that schools have a range of tools to establish high standards of behaviour and maintain the safety of school communities, including, as a last resort, suspensions and permanent exclusions.

Evidence indicates that suspension and exclusion may remove a child or young person from their existing supportive networks and protective factors, increasing vulnerability and potentially accelerating their involvement in anti-social behaviours and criminal or sexual exploitation. We also know that exclusion can increase isolation and risk-taking and, in turn, increase the number of safeguarding concerns. Evidence shows that excluded children are at higher risk of exposure to crime[3] or becoming a victim or perpetrator of violence.[4]

Pupils excluded or at risk of exclusion face numerous life challenges, notably poverty, family breakdown, housing shortages, crime and pupils own social emotional and mental health problems.[5] When suspended or excluded, it is not only the young person that suffers the consequences; families also feel the impact of exclusion once they are no longer part of the school community. Families often find the exclusion of a child from school challenging, perhaps, frustrating further the relationship with education and a reluctance to engage with support services. This may also lead to stigmatisation of the child, or family.

Education Support Service would welcome schools contacting them to discuss any children who are vulnerable to permanent exclusion. The bespoke weapons intervention delivered by the YJS alongside additional preventative resources can support the young person and the school to seek an alternative and more inclusive response to incidents involving offensive weapons. This avoids exacerbating the social isolation and vulnerability to criminal exploitation of the young person which would result if they were permanently excluded.

It is good practice to convene a multi-agency meeting post event to look at supportive measures and interventions for the young person that will allow them to stay in school.

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[3] Excluded teens are often the most vulnerable - and they're falling through the gap | Children's Commissioner for England (childrenscommissioner.gov.uk).

[4] Department for Education, 2019a: Ofsted, 2019

[5] School exclusions: a literature review on the continued disproportionate exclusions of certain children (publishing.service.gov.uk)



SUSPENSIONS AND PERMANENT EXCLUSIONS

Head teachers should, as far as possible, avoid suspending or permanently excluding any child with a statement of Special Education Needs (SEN) or an Education Health Care Plan (EHCP) or a Child in our Care (CioC).

You should engage proactively with parents in supporting the behaviour of children with additional needs. In relation to CioC, you should co-operate proactively with foster carers or children's home workers and our Local Authority.

Where you have concerns about behaviour, or risk of exclusion, of a child in one of these vulnerable groups, you should, in partnership with others (including the Local Authority as necessary), consider what additional support or alternative placement may be required.

This should involve assessing the suitability of support for a child's SEN. Where a child has an EHCP, you should consider requesting an early annual review or interim/emergency review. You should contact Gateshead SEN team if this is being considered.

Where a CioC and is vulnerable to exclusion, you, or your designated teacher (DT) should contact Gateshead Local Authority's Virtual School Head (VSC) as soon as possible. You can contact the VSH or the allocated caseworker. They will work with you, or your DT and others, to consider what additional assessment and support needs to be put in place by you to address the factors affecting the child's behaviour and reduce the need for suspension or permanent exclusion.

VSH: Linda Mason LindaMason@gateshead.gov.uk
SEN Manager: Deborah Mason DeborahMason@gateshead.gov.uk

Exclusion and the Disability Discrimination Act

A school might discriminate against a disabled child if they were aware of the child's disability, and the exclusion was because the child is disabled or because of something which happened because of their disability. This could be because of a school policy which is discriminatory towards children with disabilities.

Schools have to make reasonable adjustments to accommodate a child's disability (chapter 6 of the SEN and Disability Code of Practice).

Any amendments to a school's behaviour policy must be in accordance with the setting's duties under the Equality Act 2010.



GUIDANCE ON LEGISLATION

There are several pieces of legislation that cover the possession, the use and the threat of weapons in public spaces and schools.

Section1 of the Prevention of Crime Act 1953.
Prohibits the possession of an offensive weapon in a public place.

Section 139 of the Criminal Justice Act 1988
It is an offence to possess, in a public place, a bladed or sharply pointed article, and includes a folding pocketknife with a blade of more than 3-inches long.

Section 139A(2) of the Criminal Justice Act 1988.
Any person with an offensive weapon on school premises shall be guilty of an offence.

Section 139A(1) of the Criminal Justice Act 1988.
Any person who has an article to which section 139 of this act applies with them on school premises is guilty of an offence.

Offensive Weapons Act 1996
There are four specific weapon offences for schools:

- Have in possession a blade.
- Threaten with a blade.
- Have in possession an offensive weapon.
- Threaten with an offensive weapon.

The Offensive Weapons Act 2019
It is unlawful to possess certain knives, such as a flick knife or gravity knife, in public or private; and prohibits and makes it unlawful for the simple possession of knuckledusters, hand claws, disguised or stealth knives and zombie knives in a private place.

National Police Chief Council (NPCC) When to call the police guidance for schools and colleges 2020

- If a young person is found with a knife/weapon in school, schools should stop any internal investigation and contact the police.
- Possession is an indicator of vulnerability and therefore a multi agency approach is important. The incident should be investigated by a police referral.
- Contact police unless a reasonable set of circumstances exist where it is obvious that a weapon has been brought in as a genuine mistake. An example of this could be that a young person has been fishing the day before and hasn't emptied their bag which still contains the bladed article.



KEY TERMS

School Premises
The Criminal Justice Act, Section 139A(6) in this section and section 139B, "school premises" means land used for the purposes of a school excluding any land occupied solely as a dwelling by a person employed at the school; and school has the meaning given by section 4 of the education act 1996.
The site is still school premises when the school is closed.
It does not include Further Education and Higher Education sites.

Blade/Sharply pointed article
Case law shows that the sharpness of the blade is not critical, so a blunt knife is still a bladed article. A sharply pointed article is one that has been sharpened so that its usual purpose has changed. An example would be a sharpened screwdriver.

Folding pocket knife
In order to be exempt from certain pieces of legislation the folding pocket knife's blade must be less than 3 inches and cannot lock into position.

Offensive weapon
Any article (including knives and sharply pointed articles)
Made or adapted for use for causing injury to the person or intended by the person having it with him for such use or by some other person. There are three identified categories of offensive weapon:

- Offensive per se i.e. those items made for the use of causing injury to the person. Examples are a truncheon, a rice flail, a butterfly knife.
- Adapted for use. The example given in the case of Simpson was of a bottle deliberately broken.
- Intended by the person having it with him for use for causing injury to the person. This definition includes defensively as well as offensively.

Out of Court Disposal
OOCD are a way of dealing with less serious offending. An offender has to admit they are guilty of an offence to be issued with an OOCD and be eligible in terms of previous recorded offending (if the young person has received previous OOCD one may not be open as an offer to them). The YJS will assess the young person's needs and balance that against the severity of the crime. OOCD are interventions that can be educationally based, victim focused or community based.

In certain circumstances a young person does not need to admit guilt but they do have to indicate that they are willing to engage with the YJS.

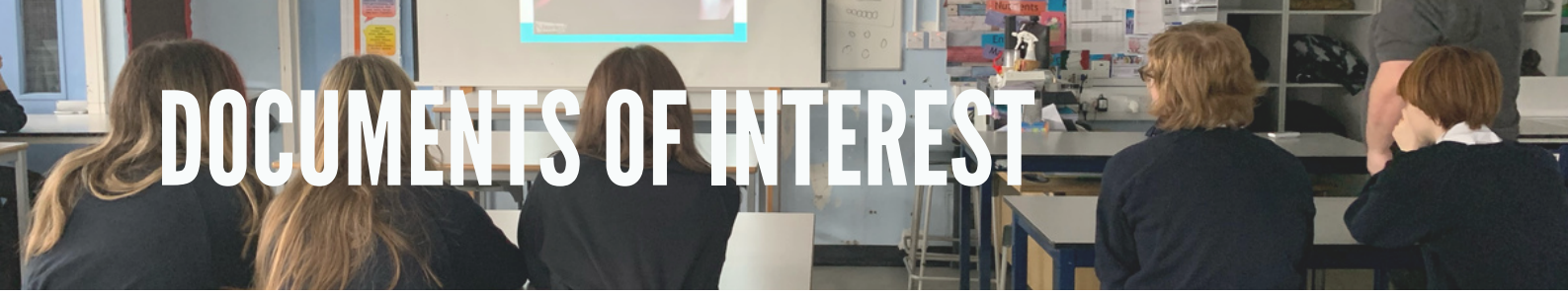
Out of Court disposals include:

- Triage
- Outcome 22
- Youth Caution
- Youth Conditional Caution

Both Triage and Outcome 22 result in the case being recorded as NFA (no further action).

Youth Caution
A formal warning that is kept on record by the police. It can be given to young people under the age of 18 who have committed a criminal offence.

Youth Conditional Caution
A formal warning that is kept on record by the police. It can be given to young people under the age of 18 who have committed a criminal offence. The conditional aspect means that a number of statutory interventions are put in place so that the young person must engage with Youth Justice. This also allows for restrictions to be placed on a young person for example non-association, or prohibitions for example not to enter a designated geographical area.



DOCUMENTS OF INTEREST

Keeping children safe in education (2023) Keeping children safe in education - GOV.UK (www.gov.uk)

Ofsted (2019). Safeguarding children and young people in education from knife crime. Available at Knife crime: safeguarding children and young people in education - GOV.UK (www.gov.uk)

Department for Education's (2022). Searching, Screening and Confiscation Advice for schools. Available at Searching, Screening and Confiscation (publishing.service.gov.uk)

When to call the police guidance NPCC when-to-call-the-police--guidance-for-schools-and-colleges.pdf (npcc.police.uk)

Use of Reasonable Force - advice for headteachers, staff and governing bodies Behaviour and Discipline in Schools Use of reasonable force in schools - GOV.UK (www.gov.uk)

Behaviour in Schools - advice for head teachers and school staff Behaviour in schools - GOV.UK (www.gov.uk)

Community Resolution Guidance (2022) Microsoft Word - New Community Resolution Guidance Document V4 (college.police.uk)

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England (2023) Suspension and permanent exclusion guidance September 2023 (publishing.service.gov.uk)

Crime Recording, Schools Protocol
Home Office Crime Recording Rules for frontline officers & staff - GOV.UK (www.gov.uk)



APPENDIX 1: POLICE INTELLIGENCE FORM

NORTHUMBRIA POLICE
Proud to Protect

Intelligence / Information Submission Form 2021

If you have concerns about a child / young person / vulnerable adult you should make a safeguarding referral to your local children's or adult's services. ***DO NOT USE THIS FORM IN PLACE OF A REFERRAL.***

Please complete this form using the advice sheet below as a reference.

Your Agency	
Name	
Post/Position	
Email	
Telephone	

Information
Please supply all known information in as much detail as possible, including: Date(s), Time(s), Person(s), Age(s), Address(s), Vehicle(s), Location(s) If you only have partial details such as a first name or street name please include this information as it helps us build a picture. Please consider whether there is any risk to you or another if the police act upon this information. It is expected that you will implement safeguarding measures in addition to submission of intelligence to the police.
It is important to explain in this section how **YOU** know the information you wish to share. Please enter your information here: (this box will expand as you type)

THIS SECTION MUST BE COMPLETED

Information Evaluation		
SOURCE OF INFORMATION: If the information was supplied by someone else, how reliable are they?	**1. RELIABLE** – Person known to me and known to tell the truth. **2. UNTESTED** – Person known but cannot test how reliable they are i.e. never given information before or person unknown/heard indirectly and cannot be judged. **3. UNRELIABLE** – Person known to me but known not to be truthful.	**ENTER YOUR RATING HERE:**
INFORMATION ACCURACY:	**A.** Known to be true to source. **B.** Information which has been overheard or told to you by someone else. **C.** Not known. **D.** Suspected to be false.	**ENTER YOUR RATING HERE:**
DATE OF SUBMISSION:		**TIME OF SUBMISSION:**

PLEASE RETURN YOUR COMPLETED FORM TO: forceintelligence@northumbria.pnn.police.uk

Advice regarding completion of the above form:

What should be reported via the control room via 101 or 999:

- If an incident is happening now or the information is time critical, the matter must be reported via 101, or 999 in an emergency.
- A report of a crime or information known to suggest a crime has been committed.
- Information to suggest there is a child or vulnerable person at risk of harm to themselves or at risk of being harmed by another person.

Other matters can be submitted as intelligence on the above form to the force intelligence mailbox at the following address – forceintelligence@northumbria.pnn.police.uk

What to include when submitting intelligence:

- Full names of persons mentioned.
- Dates of birth or ages.
- Home addresses or addresses where the issue has / is occurring.
- As much specific information you have around the issue, e.g. dates and times, patterns of behaviour, communication methods used, phone numbers, clothing worn, transport methods.

- Explain how you know this information, who else knows this information, is there any risk to you or another if this information is acted upon.
- Your contact details, including a telephone number.

Important to know:

- You will not receive any feedback on any intelligence submission.
- We welcome all pieces of intelligence no matter how small, you never know where they fit in the bigger picture.
- We may ask clarification questions following from your submission.

Many thanks on behalf of Northumbria Police Force Intelligence Bureau.



APPENDIX 2: RECORDING FORM – KNIFE/WEAPON IN SCHOOL

Recording Form - Knife/Weapon in School

Date	
Time	
School	
Site	
Room/Location	

What are you reporting and how do you know this information to be true?	

Reporting Person's Details:	**Name:** **Email:** **Telephone:**
Witness Details:	**Name:** **Email:** **Telephone:**
Details of Young Person Involved:	**Name:** **Date of Birth:** **Address:** **Parent/Carer/Next of Kin Details:**

Circumstances:	*Parties present and involved in the event. Circumstances of the event, consider the environment and the individual when discussing causes.*

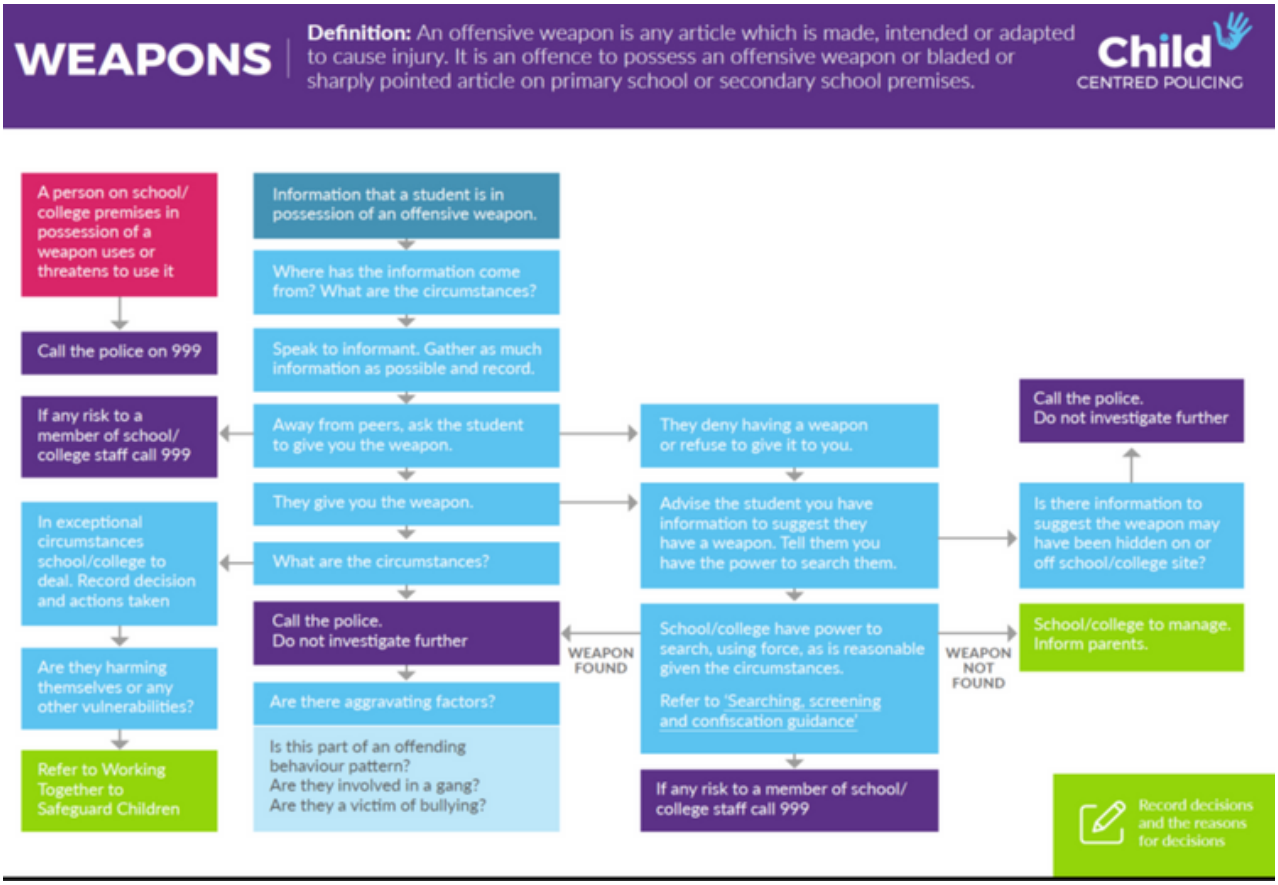
Some prompts to think about when recording the circumstances

- Amount of time the observation took place and when was the weapon seen?
- How far away were you when you saw the weapon?
- Are there any reasons why the sighting would be doubted?
- Was the weapon seen clearly, where there any other items or people in the way?
- Is the young person with the weapon known to you and if so how?
- If the information has been passed on third hand, why is this person telling you, how do they know the young person has a weapon?
- How much time has passed between the sighting and the reporting?
- Has the person who is taking the report noticed any obvious errors e.g. Young person A is named but staff know that they are not on site or the description is not accurate.

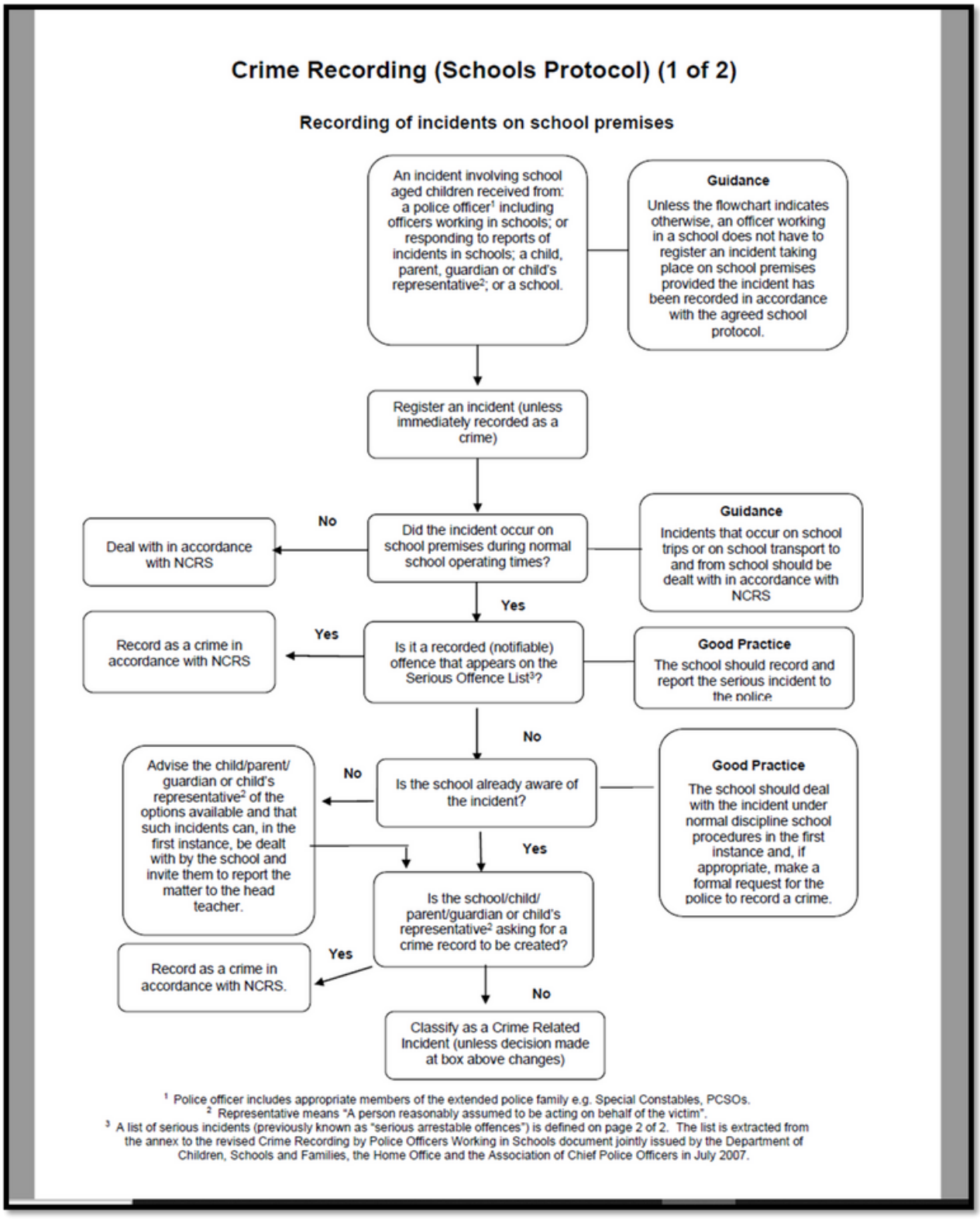
Action Timetable:	*Include date, time and person.* *Who has been contacted, contact details and any reference numbers.*



APPENDIX 3: WHEN TO CALL THE POLICE - GUIDANCE FOR SCHOOLS



APPENDIX 4: HOME OFFICE CRIME RECORDING (SCHOOLS PROTOCOL)



Crime Recording (Schools Protocol) (2 of 2)

Serious incidents referred to within the 'Crime Recording by Police Officers Working in Schools' guidance are defined as:

(a) All Indictable Only offences.

(b) All offences within HOCR classifications;

a. 5D (Assault with Intent to Cause Serious Harm),

b. 10B (Possession of Firearms),

c. 10C (Possession of other Weapons),

d. 10D (Possession of Article with Blade or Point).

e. 11A (Cruelty to Children),

f. 13 (Child Abduction),

g. 23 (Incest),

h. 36 (Kidnapping),

i. 70 (Sexual Activity with a Person with a Mental Disorder),

j. 71 (Abuse of Children through Sexual Exploitation),

k. 86 (Obscene Publications),

l. 88A (Sexual Grooming),

m. 92A (Trafficking in Controlled Drugs),

n. 92D (Possession of Controlled Drugs),

o. 92E (Possession of Cannabis),

p. 106 (Modern Slavery),

(c) All sexual assaults.

Any other offence is serious only if its commission has led to any of the consequences set out below, or is intended to lead to any of those consequences:

(a) serious harm to the security of the State or to public order;
(b) serious interference with the administration of justice or with the investigation of offences or of a particular offence;
(c) the death of any person;
(d) serious injury to any person;
(e) substantial financial gain to any person; and
(f) serious financial loss to any person.

If any other offence consists of making a threat, it is 'serious' if the consequences of carrying out the threat would be likely to lead to one of the consequences set out above at (a) to (f).

The term 'injury' includes any disease and any impairment of a person's physical or mental condition. Financial loss is 'serious' for the purpose of the section if, having regard to all the circumstances, it is serious for the person who suffers it. Whether or not a loss, actual or intended, is serious will depend partly on the victim's circumstances.



APPENDIX 5: INFORMATION FOR STUDENTS

Information for students:

What is knife crime?

Knife crime is any crime involving a knife or bladed/pointed item. This includes owning or possessing a knife or other banned weapon and/or using a knife to threaten, injure or to commit another offence, such as theft or criminal damage.

What does the law say about carrying knives?

The law states that you CANNOT carry a bladed or pointed item (including a folding pocketknife if the blade is more than 3 inches) in a public place without a good or lawful reason. This could be for your job if you are for example a chef or hairdresser, or you may enjoy hobbies such as fishing. However, if you are found to be carrying a knife and explain it is for reasons such as these, you must be able to show that you are either heading to or from work or have other equipment with you such as fishing rods etc.

Some weapons that include knives and bladed items are banned and cannot be carried in public or even kept in private areas such as your own home. You can find the list of banned weapons here.

Does everyone carry a knife?

We know that most young people don't carry a knife, even if they might tell people they do. We need everyone to be aware of what happens when you do carry a knife, and if you know of someone who does, it is important to play your part in preventing knife crime by reporting what you know to the police or a trusted adult such as your parents, teachers or youth workers, who are always there to help.

Can someone check if I'm carrying a knife?

A police officer can stop and search you, as well as a member of school staff on education grounds or whilst on a visit under the care of staff, if they have reason to believe that you are carrying an offensive weapon or a bladed or pointed item, a firearm, drugs or stolen property. This is to keep you everyone safe and prevent a dangerous situation from happening.

There are also other times when you might be checked for carrying these items such as when attending festivals, music events and theme parks.

What happens if I'm caught with a knife?

If you are caught carrying a knife, even if you do not intend to use it, you could receive a community sentence, a fine or a prison sentence of up to 4 years – even if it's the first time that you've been found with a knife.

This means that even as a young person you could get a criminal record, which can stop you from doing certain jobs or where you are allowed to travel.
THINK before picking up a knife.

If I'm with my friends and one of them uses a knife, could I get into trouble?

Yes. This is known as a 'Joint Enterprise'.

Joint Enterprise allows two or more people to be convicted and sentenced for the same crime, even if they had different levels of involvement, such as encouraging the offender or preventing the victim from escaping.

So, if you know someone who is carrying a knife, please contact the police or speak to a trusted adult such as your parents, teachers or youth workers, and together we can end knife crime.

Why shouldn't I carry a knife?

Carrying a knife increases your risk of getting hurt and it is highly likely that you will become injured by your own knife. If caught with a knife or bladed weapon you will be charged with possession - even if you are just holding it for someone else.

Whether you are carrying a knife or you are a victim, the consequences effect family, friends, emergency services and communities.

My friend asked me to hold onto a knife for them, is that ok?

No, never feel pressured to carry or hide a knife for someone. If you are caught with a knife or bladed item in your possession, it will be you that ends up in trouble.

Are they really a friend if they are putting you in danger?

If you are asked by someone to hold onto a knife, please contact the police or speak to a trusted adult such as your parents, teachers or youth workers, who are there to help.

My mate is carrying a knife, what should I do?

Being a good friend isn't always easy, but there are lots of places you can go to for help - either for a friend or yourself. You can talk to parents, teachers, youth workers, various charities or the police who can provide support. You could help prevent your friend from making a terrible choice.

What should I do if someone approaches me with a knife?

Never try to take the knife away from someone as it never ends well and you or someone else could get hurt.

If you find yourself in a situation where someone has a knife, always run to safety and tell the police or a trusted adult once you are out of danger.

If you don't know where you are and need help, you can use What3Words which generates 3 words that you can share with the police or a trusted adult so that they can find you and provide support. What3Words is free, available for iOS and Android devices and it even works offline.

Who suffers because of knife crime?

Knives impact everyone.

Whether you're carrying a knife or you're a victim, the consequences impact everyone; family, friends, emergency services and communities.

How do I report a crime and get support?

There are a range of services available to support you including:

- Northumbria Police – Contact 101 for support or 999 in an emergency. You can also find more information and report a crime by visiting www.northumbria.police.uk
- Fearless (crimestoppers) – For advice and to anonymously report crime visit www.fearless.org
- Support in the community – Speak to family, youth workers, sports/out of school coaches or tutors.
- Support in school – Speak to teachers and any other staff in school.
- Childline – provides support and advice for young people about a range of issues. Call 0800 1111 or visit www.childline.org.uk
- Northumbria Victim and Witness Service – For support for anyone who has been a victim of crime, visit https://nvws.northumbria.police.uk/

Additional Resources:

- The Northumbria Violence Reduction Unit's Knives Impact Everyone campaign aims to increase awareness of the devastating impact knife crime can have on so many. For more information visit the dedicated webpage www.knivesimpacteveryone.co.uk
- Basic Laws on Knives and Weapons – www.gov.uk/buying-carrying-knives
- The Ben Kinsella Trust – www.benkinsella.org.uk