

Appendix 1 – Mapping Stage Discussion Guides

Campus officer discussion guide

Description	Approx. time (mins)
<p>1. Introduction Introduce self, Ipsos MORI</p> <p>Research commissioned by the Scottish Government to establish the impact and effectiveness of campus officers. In particular, we would like to identify the aims and roles that campus officers undertake.</p> <p>Thank participant for agreeing to be interviewed, mention should take around 45 mins.</p> <p>Clarify that confidentiality and anonymity will be respected (in accordance with MRS regulations).</p> <p>If interview is being observed ensure participant is informed.</p> <p>Permission to audio record, explain how it will be used.</p>	
<p>2. Respondent's background <i>To start off with, I'd like to ask you some questions about your background.</i></p> <p>First of all, can I just check how long you have been in post as a campus officer:</p> <p>a) at [the school]? b) at any other school previously?</p> <p>[If in post recently] Did you have any predecessor(s)?</p> <p>[If yes] How long were they in post for?; Why did they leave?; Was there a handover? What did it involve?</p> <p>How long have you worked in:</p> <p>a) the police? b) [police force]? c) your unit?</p> <p>What grade officer are you?</p> <p>Previous to this post, have you undertaken any other work with:</p> <p>a) young people? b) the education sector? c) this school? d) the pupils at this school?</p> <p>Do you have any other specialisms in your wider work as a police officer? [Probe: What time commitments do you currently have towards these specialisms?]</p>	5

<p>3. Background to campus officer deployment</p> <p>Now I'd just like to ask you a few questions about how and why you became a campus officer at [this school].</p> <p>So, do you know who had the initial idea that a campus officer should be deployed at [the school]? [Probe: The school? Police? Local Authority? CPP? Wider community? Etc.]</p> <p>Do you know if one agency took more of a lead on this than others? If so, which agency?</p> <p>How did you actually come to be deployed at [the school]? [Probe: Allocated post? Applied?]</p> <p>Was the post advertised? [If so, where?]</p> <p>[If not] How did you become aware of the vacancy? [Probe: Allocation/Nomination? Voluntarily?]</p> <p>[If allocated]</p> <p>How did you feel about being allocated to the post of campus officer? [Probe: Happy? Disappointed? Etc. Why?]</p> <p>[If applied]</p> <p>Why did you apply for the post? What particularly attracted you to applying for the post? Is there anything that put you off applying?</p> <p>Do you know who decided the initial role of the campus officer? [Probe: Police? School? Local Authority? CPP? Combined effort? Etc.]</p> <p>How are you managed [Probe: Do you work to a joint partnership (e.g. school/police partnership? Multi-agency team? Line managed by your police division? Line managed by school? A combination?]</p> <p>Was there any kind of consultation that took place with you before you were appointed?</p> <p>Was there any consultation with the school (teachers, pupils) and/or parents? [Probe: If so, what? When?]</p> <p>So what were the actual aims and objectives in placing a campus officer at [the school]?</p>	<p>10</p>
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<p>[Probe: For the pupils? The school? The local community? Partnership agencies?]</p> <p>Wait for unprompted response then probe for:</p> <ul style="list-style-type: none"> ▪ Reducing certain types of behaviour in schools (e.g. truancy; exclusions; bullying; offending and anti-social behaviour) ▪ Reducing certain types of behaviour in the local community ▪ Identifying & working with pupils at risk ▪ Pastoral care (in what way?) ▪ Encourage inter-agency partnership working ▪ Supporting school staff ▪ Extra resource ▪ Information sharing ▪ Preventative role [Probe: in the school? In the local community?] <p>Were these objectives shared by the police, the school and the local authority or do you think they differed? [Probe: In what way?]</p> <p>Have these objectives changed over time? [Probe: How?]</p> <p>So, what would you say was the main reason behind your deployment? [Probe: was the campus officer deployed to deal with negative behaviour or to promote positive behaviour, or both?]</p>	
<p>4. Campus officer's role</p> <p>Now I'd just like to ask you some questions about your remit as a campus officer</p> <p>Are you based solely at [the school]?</p> <p>How many hours a week are you employed as a campus officer? [Probe: Full-time/Part-time]</p> <p>How much time do you spend each week at:</p> <p>a) this school?</p> <p>b) other schools?</p> <p>Do you have any other policing duties that you undertake alongside your campus officer role?</p> <p>How is your time divided between your other policing duties and your work as a campus officer? [Probe: How do you spend your time during the school holidays? E.g. return to regular force, other police duties, continue to undertake campus officer work, mixture etc.]</p> <p>Where are you based in your role as a campus officer? [Probe: In an office in the</p>	10

<p>school? Police station? With other agency staff? With other teaching staff?]</p> <p>And, where do you have access to a police computer? [Probe: In school? At station only?]</p> <p>So, could you please give me an overview of your day-to-day role?</p> <p>[Wait for unprompted response then probe for: Amount of pupil contact? Amount of teacher contact? Curriculum delivery/teaching? Liaising with wider community? – Who? Other schools? Parents? Taking pupils on outings? Disciplining pupils? Patrolling the school? Admin? After school clubs/activities?]</p> <p>How much do you liaise with your own division/subdivision/force? [Probe: How does this work? Do you share and exchange information? What kind of information and why?]</p> <p>Is the role of campus officer part of the school's formal a) behavioural policies b) discipline policies? or anti-bullying policies? [Probe: How? When?]</p> <p>Do you work with feeder primary schools?</p> <p>[If so]</p> <p>In what way(s)?</p> <p>How many – some or all?</p> <p>How much time?</p> <p>Are there any particular groups of young people at the school that you work with or target? [Probe: those at risk of becoming involved in offending? Playing truant? Difficult family background?]</p> <p>How does this targeting take place? [Probe: teachers/police/wider community nominate? Educational attainment? Police intelligence?]</p> <p>Has the remit of the campus officer changed since:</p> <p>a) the start of the initiative</p> <p>b) you took up post</p> <p>Do you see your role developing over the next year or so? [Probe: How?]</p>	
<p>5. Multi-agency working</p> <p>Now I'd just like to ask you a few questions about partnership working in relation to the campus officer initiative.</p>	<p>10</p>

<p>In your role as campus officer, how much contact do you have with:</p> <p>a) your division/subdivision/unit? b) community wardens? c) other school staff? [Probe: Which types of staff? e.g. Teachers? Support? Psychologists? Guidance councillors? etc. Why? Are there some members of staff you work with more than others?]</p> <p>To what extent do you work in partnership with the school and other agencies? [Probe: Police; Local Authority; CPP; social workers; youth teams; community wardens; voluntary organisations etc? Do you work with some agencies more than others?]</p> <p>Are you involved in a) school and joint assessment and planning teams? or b) in any other partnership initiatives/teams? [Probe: Which ones? How?]</p> <p>[If a lot]:</p> <p>How does this inter-agency co-ordination work? [Probe: Embedded in a multi-agency team? Regular meetings? Other(s)?]</p> <p>How do the contribution levels of each of these various groups/people compare? [Probe: Putting in resources? Financially? Does someone take the lead?]</p> <p>[If not much partnership working]:</p> <p>Why do you think there is not much inter-agency working surrounding the campus officer initiative? [Probe: Conscious decision?]</p> <p>Is the campus officer initiative integrated into any other initiatives?</p> <p>Do you have any contact with other campus officers? [Probe: Which schools? How regularly? In what way?]</p>	
<p>6. Training and personal development And now I'd like to ask you about any training.....</p> <p>What kind of training have you had to help you in your role as a campus officer? [Probe: How frequently? Who provides it? How does this fit in with the Curriculum for Excellence?]</p> <p>Did you have any specific training when you took up the post? [Probe: What? Who provided this? Police? School? Etc.]</p> <p>Before you became a campus officer at [this school] were you given any relevant training? [Probe: What? Who provided this? Police? School? Etc.]</p> <p>Are you involved in any in service training days delivered at your school? [Probe: As a participant? As a trainer?]</p> <p>How is your day-to-day performance as a campus officer monitored? [Probe: is appraisal</p>	5

<p>done by school, by police, or both? If school, which staff are involved? How? Who is your line manager?]</p>	
<p>7. Views and experiences of the campus officer role</p> <p>We are now coming towards the end of the interview. I'd like to ask you some questions about your experiences and thoughts about the role of campus officers.</p> <p>Thinking back to the original aims and objectives of placing campus officer(s) in [the school]. Do you think these objectives have been achieved? [Probe: If yes, which ones? If not, why not?]</p> <p>What do you think works well about placing officers in schools? [Probe: From the school and pupil perspective? From the police perspective? Why?]</p> <p>[If not covered fully above] What impact do you think having a campus officer in your school has had? [Probe: On the school? On the police?]</p> <p>What do you think works less well? [Probe: Why?]</p> <p>What do you think (if any) are the difficulties/challenges in placing campus officers in schools? [Probe: Why/why not? Anything else?]</p> <p>How did staff and pupils feel initially about the idea and practice of having a campus officer within school? [Probe: Was the idea readily accepted? Not accepted? What issues arose? Has this changed?]</p> <p>Do you have any concerns about placing campus officers in schools? [Probe: What could be done to improve this?]</p> <p>Is the role of campus officer part of any of the school's formal policies? [Probe: behaviour management policy – which elements?]</p>	5
<p>8. Data collected by the police</p> <p>And finally...I'd just like to ask you a few questions about the kind of data you collect locally. This is to inform the selection of case studies for the second stage of the research. Availability of this data is only one factor and we are not currently asking you to say yes or no in terms of participation.</p> <p>Do you collect any information about attendance, exclusions or offences committed by young people at [school]?</p> <p>Do you have access to data about attendance/exclusions/offences? [Probe: How do you</p>	

<p>use this data in your post?]</p> <p>Do you have a database in which you record charges/warnings issued to young people:</p> <ul style="list-style-type: none">a) at this school?b) in the wider local community? <p>Do you collect, or have access to, any other relevant data/information?</p> <p>If selected as a case study school and if you decided to participate, would you be willing to share this data with Ipsos MORI researchers? All data would be anonymised and held confidentially and not shared beyond the research team.</p> <p>And that is all my questions, unless you have anything else you would like to add – or ask?</p> <p>Thank respondent and let them know that the report will be published on the Scottish Government’s website.</p>	
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Headteacher discussion guide

Description	Aims and comments	Approx. time (mins)
<p>1. Introduction Introduce self, Ipsos MORI</p> <p>Research commissioned by the Scottish Government to establish the impact and effectiveness of campus officers. In particular, we would like to identify the aims and roles of campus officer(s) in your school.</p> <p>Thank participants for agreeing to be interviewed, mention should take around 45 mins.</p> <p>Clarify that confidentiality and anonymity will be respected (in accordance with MRS regulations).</p> <p>If interview is being observed ensure participant is informed.</p> <p>Permission to audio record, explain how it will be used.</p>		
<p>2. Respondent's background <i>To start off with, I'd like to ask you some questions about your background.</i></p> <p>How long have you:</p> <ul style="list-style-type: none"> a) worked in your current post? b) worked at [the school]? c) been a headteacher? d) worked in the educational sector? 		5
<p>3. Background to campus officer deployment <i>Now I'd just like to ask you a few questions about when and why [the school] got a campus officer and the level of your own involvement as headteacher.</i></p> <p>How long has your campus officer been in post? [If in post recently]</p> <p>Did they have any predecessor(s)? [Probe: How long was their predecessor in post for? Why did they leave?]</p> <p>Is the campus officer based solely within your school?</p> <p>How many hours a week is the campus officer employed for? [Probe: Full-time/Part-time, How much campus officer time is spent in your school in a typical week?]</p> <p>So, what would you say was the main reason behind the deployment of the campus officer? [Probe – was the campus officer deployed to deal more with negative behaviour or to promote positive behaviour? Or both?]</p>		10

<p>Who had the initial idea that a campus officer should be deployed? [Probe: The school? Police? Local Authority? CPP? Wider community? Etc.]</p> <p>How did the campus officer actually get to be deployed at [the school]? [Probe: multi-agency meetings to agree terms of deployment? Permission that had to be granted?]</p> <p>Do you know if [the school] was selected above other schools to get a campus officer?</p> <p>[If so] Which schools? What is your knowledge of this process? Do you know why they chose your school? How were you involved in this process? Is there anyway this process could be improved?</p> <p>How long did it take to get him/her in place? [Probe: Was this what you expected?]</p> <p>Was the post advertised? [If so, where?]</p> <p>[If not] How was the post filled? [Probe: Nomination? With ease? Difficult? Were you involved in the recruitment process in any way?]</p> <p>Who decided the initial role of the campus officer? [Probe: Police? School? Local Authority? CPP? Etc. Combined effort?]</p> <p>Did one agency take more of a lead on this than the others? If so, which agency?</p> <p>What kind of consultation took place with yourself before the officer was appointed?</p> <p>What about consultation with the rest of the school (teachers, pupils) and/or parents?</p> <p>So what were the actual aims and objectives in placing a campus officer at [the school]?</p> <p>[Probe: For the pupils? The school? The local community? Partnership agencies?]</p> <p>[Wait for unprompted response then probe for:</p> <ul style="list-style-type: none"> ▪ Reducing or managing certain types of behaviour (e.g. truancy; exclusions; bullying; offending and anti-social behaviour within school and/or within wider community) ▪ Identifying & working with pupils at risk ▪ Pastoral care (in what way?) ▪ Encourage inter-agency partnership working ▪ Supporting school staff ▪ Extra resource.] <p>Were these objectives shared by the police, the school and the local authority or do you think they differed? [Probe: In what way?]</p>		
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<p>Have these objectives changed over time? [Probe: How?]</p> <p>How involved are you with the campus officer on (a) strategic basis (b) day to day basis? Or do you devolve this to another member(s) of staff? If yes, who? (Cross reference with additional person to be interviewed)</p>		
<p>4. The role of the campus officer <i>I am now going to ask you a few questions about the role of the campus officer.</i></p> <p>Could you please give me an overview of the day-to-day role of the campus officer?</p> <p>[Probe for: Amount and type of pupil and teacher contact? Curriculum delivery/Teaching? Liaising with wider community? Other schools? Parents?; Taking pupils on outings? Organising after school activities? Patrolling the school? Admin?]</p> <p>What kind of training, if any, do they get to help them in their role? [Probe: How frequently? Who provides the training? How does this fit in with the Curriculum for Excellence?]</p> <p>How is the day-to-day performance of the campus officer monitored and how is their annual performance appraisal carried out? [Probe: Are you or another member of school staff involved in either of these? If yes, how?]</p> <p>Where is the campus officer based? [Probe: In an office in the school? Police station? With other agency staff? With other teaching staff?]</p> <p>Does the campus officer work with feeder primary schools? [Probe: In what way? How many – some or all? How much time?]</p> <p>Are there any particular groups of young people that the campus officer initiative in this school works with or targets? [Probe: Those at risk of getting involved in offending behaviour? Playing truant? Difficult family background?]</p> <p>How does this targeting take place? [Probe: Teachers/Police/Wider community nominate? Educational attainment? Police intelligence?]</p> <p>To what extent does the campus officer work with other school staff and how do they work together? [Probe: Which types of staff? E.g. Teachers? Support? Psychologists? Etc. Why? Are there some members of staff the campus officer works with more than others?]</p>	<p>Not exploring multi-agency working as in next section</p> <p>Aiming to look at the risk behaviours which are considered if pupils are targeted</p>	<p>10</p>
<p>4. Resources</p> <p>What resources do the school commit to assisting the role of campus officer? [Probe: Level? Type of staff?]</p> <p>If you controlled the budget for the campus officer, would you continue to deploy the campus officer or would you spend the</p>		

<p>money in an alternative way?</p> <p>If the latter, what would you spend it on and why?</p>		
<p>5. Multi-agency working <i>Now I'd just like to ask you a few questions about partnership working in relation to the campus officer initiative.</i></p> <p>To what extent does the campus officer work in partnership with the school and other agencies? [Probe: Police? Local Authority? CPP? Social Workers? Youth Teams? Voluntary organisations?]</p> <p>[If a lot]: How does this inter-agency co-ordination work? [Probe: Embedded in a multi-agency team? Regular meetings?] How involved is the school?</p> <p>How does the contribution levels of each of these various groups/people compare? [Probe: Putting in resources? Financially? Does someone take the lead?]</p> <p>[If not much partnership working]: Why do you not have much inter-agency working surrounding the campus officer? [Probe: Conscious decision?]</p> <p>Is the campus officer initiative integrated into any other initiatives?</p> <p>Do you have any contact with other schools that have a campus officer in place? [Probe: Which schools? How regularly? In what way?]</p>	<p>Important to not make the headteacher feel that lack of partnership working is bad</p>	<p>5</p>
<p>6. Views and experiences towards the campus officer role <i>We are now coming towards the end of the interview. I'd like to ask you some questions about your experiences and thoughts and about the role of campus officer.</i></p> <p>Thinking back to the original aims and objectives of placing campus officers in [the school]. Do you think these objectives have been achieved? [Probe: If yes, which ones? If not, why not?]</p> <p>What do you think works well about placing campus officers in schools? [Probe: Why?]</p> <p>What do you think works less well? [Probe: Why?]</p> <p>What do you think (if any) are the difficulties/challenges in placing campus officers in schools? [Probe: Why/why not? Anything else?]</p> <p>Do you have any concerns about placing campus officers in schools? [Probe: What could be done to improve this?]</p> <p>Is the role of campus officer part of any of the school's formal policies? [Probe: behaviour management policy – which elements?]</p>		

<p>7. Data collected by the school</p> <p><i>And finally...I'd just like to ask you a few questions about the kind of behaviour management information you collect. This is to inform the selection of case studies for the second stage of the research. Availability of this data is only one factor and we are not currently asking you to say yes or no in terms of participation.</i></p> <p>What kind of data do you collect? [Probe for data on truancy, exclusions, vandalism, drug misuse, violent incidents, involvement in after school clubs, etc.]</p> <p><i>If selected as a case study school and if you decided to participate, would you be willing to share this data with Ipsos MORI researchers? All data would be anonymised and held confidentially and not shared beyond the research team.</i></p> <p>You said previously that the main decision(s) behind getting a campus officer were [X]. Do you collect any data on this?</p> <p>Do you know whether other schools in this area collect similar data that goes beyond what they need to collect for Scottish Government statistics?</p> <p>If relevant: And finally, just to double check, have you nominated a 3rd person at this school to be interviewed? If so, who?</p> <p>Thank respondent and let them know that the report will be published on the Scottish Government's website.</p>		5
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Interview with a person who has a high level of involvement, with the campus officer, discussion guide

Description	Approx. time (mins)
<p>1. Introduction Introduce self, Ipsos MORI</p> <p>Research commissioned by the Scottish Government to establish the impact and effectiveness of campus officers. In particular, we would like to identify the aims and roles of campus officer(s) in schools.</p> <p>Thank participants for agreeing to be interviewed, mention should take around 20 mins.</p> <p>Clarify that confidentiality and anonymity will be respected (in accordance with MRS regulations).</p> <p>If interview is being observed ensure participant is informed.</p> <p>Permission to audio record, explain how it will be used.</p>	
<p>2. Respondent's background</p> <p><i>To start off with, I'd like to ask you some questions about your background.</i></p> <p>What is your current role? [Probe, if not school staff: Which agency do you work for? Where are you based? What are your daily responsibilities?]</p> <p>How long have you worked a) in your current post? b) in this sector?</p> <p>[If not based at [the school]:]</p> <p>How frequently do you visit [the school]?</p> <p>Why do you visit [the school]?</p> <p>Does your role involve visiting any other schools? [Probe: Do they have a campus officer? Which schools?]</p>	5

<p>3. Background to involvement with campus officer(s)</p> <p><i>I'm now going to ask you some questions about your involvement with campus officer(s).</i></p> <p>In what capacity are you involved with the work of the campus officer(s)? [Probe: Overseeing? Information sharing? Working jointly with the pupils? Discipline? Teaching lessons? Etc.]</p> <p>What level of involvement do you have with the campus officer? [Probe: High/Medium/Low?]</p> <p>How frequently are you in contact with him/her?</p> <p>How long have you been working with/involved in the work of the campus officer?</p> <p>What kind of consultation took place with yourself before the officer was appointed?</p> <p>Were you involved in recruiting the campus officer? [Probe: What stage of the process? Interview?]</p> <p>Did the campus officer have any predecessor(s)? [Probe: If so, did you work with their predecessor? Was there any handover?]</p> <p>[If applicable]:</p> <p>Why did your agency/organisation become involved with the work of the campus officer? [Probe: Aims and objectives?]</p>	5
<p>6. Multi-agency working</p> <p><i>Now I'd just like to ask you a few questions about partnership working in relation to the campus officer initiative.</i></p> <p>To what extent does the campus officer work with other school staff? [Probe: Which types of staff? E.g. Teachers? Support? Psychologists? Etc. Why? Are there some members of staff the campus officer works with more than others?]</p> <p>To what extent does the campus officer work in partnership with other agencies? [Probe: Police? Local Authority? CPP? Social Workers? Youth Teams? Voluntary organisations?]</p> <p>[If a lot]:</p> <p>How does this inter-agency co-ordination work? [Probe: Embedded in a multi-agency team? How regular are these meetings?]</p> <p>How does the contribution levels of each of these various groups/people compare? [Probe: Does someone take the lead?]</p> <p>[If not much partnership working]:</p> <p>Why do you think there is not much inter-agency working surrounding the campus officer? [Probe: Conscious decision? Should there be more? Would it lead to any improvements? What are the barriers to inter-agency working?]</p>	5

<p>7. Views and feelings towards the campus officer role</p> <p><i>We are now coming towards the end of the interview. I'd like to ask you some questions about your thoughts and feelings towards the role of campus officer.</i></p> <p>What do you feel works well about placing campus officers in schools? [Probe: Why?]</p> <p>What do you feel works less well? [Probe: Why?]</p> <p>What do you think are the difficulties/challenges in placing campus officers in schools? [Probe: Why/why not? Anything else?]</p> <p>What concerns, if any, do you have about placing campus officers in schools? [Probe: What could be done to improve this?]</p>	10
<p>Thank respondent and let them know that the report will be published on the Scottish Government's website.</p>	

Appendix 2 – Stakeholder discussion guide

Description	Aims and comments	Time (mins)
<p>1. Introduction Introduce self, Ipsos MORI</p> <p>Research commissioned by the Scottish Government to establish the impact and effectiveness of campus officers. Interviewing stakeholders is an important part of the evaluation to establish their views towards the establishment and effectiveness of campus police officers.</p> <p>Thank participants for agreeing to be interviewed, mention should take around 45 mins.</p> <p>Clarify that confidentiality and anonymity will be respected (in accordance with MRS regulations) and discuss limits for some stakeholders, e.g. VRU.</p> <p>If interview is being observed ensure inform participant.</p> <p>Permission to audio record, explain how it will be used.</p>		
<p>2. Respondent's background <i>To start off with, I'd like you to ask you some questions about your current post.</i></p> <p>What are your daily roles/responsibilities in your current post? [Probe: Job title? Etc.]</p> <p>How long have you worked in your current post?</p> <p>How long have you worked in this sector?</p>		5
<p>3. Extent of involvement with campus officers <i>I am now going to ask you some questions about the involvement of [the organisation/department] with the campus officer initiative.</i></p> <p>To what extent is [organisation/department] involved in campus officers? [Probe: A lot/ a little? Hands on/hands off?]</p> <p>How long has [organisation/department] been involved or been aware of campus officers in schools? [Probe: From the first campus officer placement? Over the last few months? Etc.]</p> <p>And now I'd like to ask you some questions about your involvement as an individual.</p> <p>What is your direct involvement with campus officers'?</p> <p>Are you involved in deciding which schools campus officers should be placed in? [Probe: How?]</p> <p><u>If yes:</u> Why did you decide to place a campus officer within schools? [Probe: Rationale? Did they set formal aims and objectives or did they have any in mind? What were they?]</p>	<p>First part of this section is to ascertain the involvement of the individuals' organisation /department</p> <p>The second part is to ascertain the actual type of involvement by the individual</p>	10

<p>Who drew up the job description for campus officers?</p> <p>Were you involved in deciding which particular officer would be appointed? [Probe: How was that decision made? Who was involved?]</p> <p>Have you had to choose between several schools when deciding where a campus officer should be placed? [If so, which schools? Why did you make the decision you did? What factors influence/influenced this decision?]</p> <p>Who else is involved in making this decision? [Probe: Police, local authority, CPP, etc.]</p> <p>Did any other form of consultation take place when introducing the campus officers to schools [Probe: headteachers, parents, pupils? Was this type of consultation uniform across schools?]</p>		
<p>4. Knowledge of campus officers' roles in schools</p> <p>Do you have any direct involvement with any of the schools that have campus officers? [If necessary, explain that by direct involvement we mean direct contact with the schools or with the campus officers]</p> <p><u>If yes:</u> <i>I am now going to ask you a few questions about the schools with campus officers that you have contact with.</i></p> <p><u>If no</u> – go to question 5</p> <p>Which schools do you have direct contact with?</p> <p>How long has the initiative been in place in each of these schools?</p> <p>What were the original aims and objectives for placing a campus officer in these schools?</p> <p>What is the role of the campus officer in each of these schools? [Probe fully: Teaching? Working with challenged children/young people? Pastoral? Police perspective – crime reduction? Community relations?]</p> <p>Has this role developed from the original remit? [Probe: Why? How?]</p> <p>Why was this model of working adopted by the school? [Probe: Who helped make this decision? Is there any continuity across LA? Police Division?]</p> <p>How was the campus officer role introduced to a) staff? b) pupils? c) other agencies? d) the wider community?</p> <p>Did processes across the local authority have any impact on these processes? [Probe: Is there any uniformity across LA? Police Division? Etc.]</p> <p>Which components (if any) of the campus officer role(s), in these schools, have worked particularly well? [Probe: What? Why? How</p>	<p>We are anticipating this section will only include people who have direct contact with schools and/or campus officers. Questions should be asked in relation to <u>specific</u> schools.</p>	<p>10</p>

<p>could this be improved?]</p> <p>Which components (if any) of the campus officer role(s), in these schools, have not worked that well? [Probe: What? Why? How could this be improved?]</p> <p>Did you have any involvement with the decision to place a campus officer in these schools? [Probe: Were there any practical issues? Anything that could be used to inform any further implementation?]</p> <p>What were the initial challenges faced in placing a campus officer in these schools? [Probe fully for issues: Resourcing? Different cultures? Challenges to multi-agency working?]</p> <p>How do you think the role of the campus officer could be developed in these schools? [Probe: How? Why? What effect do you think this would have?]</p> <p>Are you involved in monitoring the performance of campus officers within schools [Probe: How is this done? Role of police? Role of schools?]</p> <p>Are you more widely involved in terms of impact and policy? [Probe: How?]</p> <p>Do you have any specific examples of what you would consider to be particularly good or bad practice? [Probe: What? Where?]</p> <p>Interviewer: Stress confidentiality – if necessary explain to inform selection of case study schools for stage 2 of the evaluation. [Probe: Which schools? Why?]</p>		
<p>5. Multi-agency working <i>I am now going to ask you a few questions about multi-agency working in relation to campus officers.</i></p> <p>Are you aware of organisations/departments liaising in relation to campus officer deployment and/or campus officers' ongoing work? <u>If yes:</u> Which organisations/departments? In what way? Why? If directly involved: What structures are in place to enhance multi-agency working (if necessary)? For example, inter-agency meetings?</p> <p>Is the approach to multi-agency working determined by any need for consistency across a) LA b) Police Division or c) CPP?</p> <p>Do you feel that multi-agency working is important/not important to a) the success of the initiative? b) the success of the model working in individual schools?</p> <p>Are you aware of any issues that have arisen as a result of multi-agency working? [Probe: Partnership working? Differing agency cultures? What impact has this had, if any?]</p> <p>Is there anyway you feel multi-agency working could be improved?</p>	<p>This section is to explore the level of multi-agency working involved in the field of campus officers for both national and local stakeholders</p>	<p>5</p>

<p>6. Resourcing & Costs <u>Excluding Teachers Unions</u> <i>And now some questions about resourcing.....</i></p> <p><u>If directly involved:</u> Has the deployment of campus officers had any direct affect on resourcing in your organisation/department? [Probe: Why? How has [organisation/department] dealt with this?]</p> <p>How decisions were made on which organisation(s) funded campus officers?</p> <p>What financial resources does your organisation/department commit to campus officers?</p> <p>How long have your organisation/department committed these resources?</p> <p>Has this contribution decreased/increased over the duration of campus officer placement(s) in your area/nationally?</p> <p>How does the financial contribution made by your organisation/department compare to that made by others? [Probe: proportion of funding from each?]</p> <p>Do you feel campus officers are good/poor value for money? [Probe: Good/poor? Why?]</p> <p><u>(Depending on how happy interviewee is in giving info)</u></p> <p>Do you have information on how much campus officers cost including salary costs and other direct costs (ICT) as well as indirect costs (e.g. office space within schools)? Would it be possible to have this information?</p> <p><u>If not directly involved:</u> Are you aware of how campus officers are funded?</p>		5
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<p>7. Views and feelings towards the campus officer role <i>We are now coming towards the end of the interview. I'd like to ask you some questions about your thoughts and feelings towards the role of campus officer.</i></p> <p>[Interviewer: If necessary – explain the difference between these questions and the previous section. These are more general, the previous section was about specific schools]</p> <p><u>For all except Teaching Unions and COSLA:</u> What are the key objectives for [the organisation] in placing campus officers in schools?</p> <p>Do you feel campus officers have contributed in helping your organisation meet its objectives? [Probe: Why/ why not?]</p> <p><u>All:</u> Do you feel campus officers have contributed in helping schools meet their objectives? [Probe: Which objectives? Why?]</p> <p>What do you feel works well about placing campus officers in schools? [Probe: Why?]</p> <p>What do you feel works less well? [Probe: Why?]</p> <p>How does placing campus officers in schools fit in with a) other national government objectives? b) other national strategies? [Probe: Which ones? Why?]</p> <p>What do you think (if any) are the difficulties/challenges in placing campus officers in schools? [Probe: Why/why not? Anything else?]</p> <p>Do you have any concerns about placing campus officers in schools? [Probe: What could be done to improve this?]</p> <p>What is your view on placing campus officers in schools for a) the long term and b) across Scotland? [Probe: Why/why not?]</p>	<p>Although some of the questions in the section are similar to section 4) it is anticipated this section will be asked in relation to the <u>general</u> initiative.</p>	<p>10</p>
<p>9. Finally Is there anything else that is relevant, that you would like to add, that hasn't already been mentioned?</p> <p>Do you have any questions about the research?</p> <p>Thank respondent and let them know that the report will be published on the Scottish Government's website.</p>		

Appendix 3 – Case Study discussion guides

Campus officer discussion guide

Description	Approx. time (mins)
<p>1. Introduction Introduce self, Ipsos MORI</p> <p>Research commissioned by the Scottish Government to establish the impact and effectiveness of campus officers. In particular, we would like to identify your views and feelings towards the roles that campus officers undertake.</p> <p>Explain that the interview differs from the previous interview, although we may need to clarify/cover similar ground to some of the questions asked previously.</p> <p>Thank participant for agreeing to be interviewed, mention should take around 1 hour.</p> <p>Clarify that confidentiality and anonymity will be respected (in accordance with MRS regulations).</p> <p>If interview is being observed ensure participant is informed.</p> <p>Permission to audio record, explain how it will be used.</p>	
<p>2. Respondent's background <i>To start off with, I'd like to double check some details about your background.</i></p> <p>How long have you worked: a) in the police? b) as a campus officer?</p>	5

<p>3. Background to campus officer deployment <i>Now I'd just like to ask you a few questions about how and why you became a campus officer at [the school].</i></p> <p>Can you tell me how you found out about the vacancy for a campus officer at [the school]? [Probe: Police bulletin? Informed by management?]</p> <p>So, what did the recruitment process involve? [Probe: Applied for the post? Interviewed? Allocated the post?]</p> <p>What did you think about the recruitment process? [Probe: Could it be improved?]</p> <p>What, if anything, motivated you to apply/accept the post of campus officer?</p> <p>Was there anything that initially put you off applying for/accepting the post of campus officer?</p> <p>How did you feel about the campus officer 'package' you were offered? [Probe: Hours? Holidays? Overtime opportunities? Pay?]</p> <p>Was there anything about the package you were a) particularly attracted to? b) not attracted to?</p> <p>A common perception about the role of campus officer is that getting the 'right person for the job' is essential for making the initiative work. In your opinion, what are the main personal attributes a good campus officer should possess? [Probe: Do you think this is important/not important to the success of the role?]</p> <p>Do you have a job description? [If so, can we have a copy?]</p> <p>[If yes]</p> <p>Who was involved in the development of your job description? [Probe: Your police line manager? Senior police personnel? Your predecessor? The headteacher at [the school]? Local authority? The VRU?]</p> <p>How was the job description drawn up/agreed? [Probe: Multi-agency meetings? By email? Telephone?]</p> <p>Did you have any input? [Probe: What input? How did this happen? Where you included in these discussions? Important/not important?]</p> <p>How do you feel about your job description? [Probe: Too broad? Too focussed? Is it tailored to your specific roles at the school?]</p> <p>To what extent, if any, do you feel the work you do on a day to day basis is a true representation of your job description? [Probe: Is this important/not important?]</p> <p>Was your job description based on any similar documents used in other schools with campus officers? [Probe: Schools within same LA? Outwith same LA?]</p> <p>[If no]</p> <p>Why do you think you do not have a job description?</p>	10
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<p>To what extent, if any, do you feel it is important/not important to have a job description for your role?</p> <p>[All]</p> <p>[If they had a predecessor] We understand that there was a campus officer(s) at [the school] prior to you taking on the role.</p> <p>Was there a handover period?</p> <p>[If yes]</p> <p>What did it involve? [Probe: Important/not important elements?]</p> <p>Do you think this could have been improved in any way?</p> <p>Do you know why the previous campus officer left?</p> <p>[If no]</p> <p>Why was there not a handover period? How important/ not important is having a handover period? [Probe: If important, what should this involve?]</p> <p>[All]</p> <p>Is it anticipated that a campus officer will stay in post for a set length of time at [the school]?</p> <p>[If yes]</p> <p>What do you think about this time period? [Probe: Too long? Too short?]</p> <p>[If no]</p> <p>Should there be a set time period?</p> <p>[All]</p> <p>To what extent, if any, were educational staff asked about their views and feelings towards a campus officer being placed in [the school] a) before the arrival of the campus officer b) since a campus officer has been in place?</p> <p>To what extent, if any, were parents asked a) before the arrival of the campus officer b) since a campus officer has been in place?</p> <p>What was done, if anything, to handle expectations or concerns about the campus officer role amongst the school community (e.g. teachers, pupils, parents)?</p> <p>What was done, if anything, to handle expectations or concerns about the campus officer role amongst the media?</p>	
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<p>4. Campus officer's role</p> <p><i>In the previous interview we spoke about what you did in your day to day role. This time I'd like to ask you about your views and feelings towards some aspects of this role.</i></p> <p>I understand that you take part in several activities /initiatives at the school including [examples from mapping exercise]. We want to make sure we are aware of all of these activities/initiatives. Are you involved in anything else? Have you become involved in anything else since the last interview? Interviewer to make sure they know all work done in school/ in the wider community and with challenging/at risk/ vulnerable pupils. Ensure any gaps in the mapping exercise are addressed.</p> <p>Which parts of your role, if any, involves working outside school hours?</p> <p>Which part of your role do you feel adds the most value?</p> <p>Are you involved with any school and community/neighbourhood partnerships or initiatives? [Probe: Why/why not? Which ones?]</p> <p>Are you involved with individual assessment and planning partnerships for children with additional social, emotional and behavioural needs a) within school b) within a wider multi-agency team?</p> <p>Do you work with the Prince's Trust/XL clubs?</p> <p>[If yes]</p> <p>How important/not important do you feel your involvement with the Prince's Trust/xL is in your role as a campus officer?</p> <p>[If no]</p> <p>Is this something that has been considered? [Probe: Why/why not?]</p> <p>[All]</p> <p>To what extent, if at all, do you work with associated primary schools? [Probe: In what way? How many? – some or all? How much time?]</p> <p>How do you feel about this part of your role? [Probe: Important/not important? Under/over developed? Why? Could you give me an example?]</p> <p>Are there any parts of your role that you do not feel should be part of your remit? [Probe: Why? Who do you think should undertake these activities?]</p> <p>If none: Which part of your role, if any, do you feel adds the least value?</p> <p>Is there anything you feel you should be doing that is not in your current remit? [Probe: Why? Who currently undertakes these duties?]</p> <p>Do you have any other policing duties that you undertake alongside your campus officer role?</p> <p>[If yes]</p>	10
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<p>How is your time divided between your other policing duties and your work as a campus officer?</p> <p>How do you feel about having other policing duties? [Probe: Important/not important to job satisfaction?]</p> <p>[All]</p> <p>Have you developed any innovative systems or processes to assist you in your role as a campus officer? [If necessary: for example appointment systems for pupils and teachers, suggestions boxes]</p> <p>You mentioned in the previous interview that you did/did not have access to a police network computer at [the school]. [can be phrased appropriately according to school]</p> <p>How important/not important do you feel it is to have access to the police national computer from the school site?</p> <p>How do you travel from the police station to [the school]? [Probe: Have there been any issues with transport? Have these been resolved? How?]</p>	
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5. Behaviour management

Now I'd just like to ask you a few questions about [the schools] behaviour management strategies and/or policies in relation to your role.

I understand that your role is included/not included in [the school's] formal policies, why is that? [can be phrased appropriately according to school] How do you feel about that? [Probe: Anti-bullying/behavioural management/discipline policies]

Which behaviour management strategies and policies, if any, are you involved with? [Why/why not? Can you tell me about these strategies/policies? Who drives these policies? (School? LA? Both?)]

To what extent, if at all, do you think you have had an effect on the following types of behaviour IN SCHOOL:

a) low level indiscipline? [Probe: Such as mucking around in corridors? Using cheeky or impertinent remarks? Persistently infringing school rules? General rowdiness/messing around?]

b) serious indiscipline? [Probe: Such as physical destructiveness? Verbal abuse? Physical aggression? Pupils under the influence of alcohol or drugs?]

c) physical violence? [Probe: Against a pupil? Against a teacher?]

d) gang activity?

e) carrying of knives?

[Probe for all: How? Why? Positive/negative? Was this what you expected?]

To what extent, if at all, do you think you have had an effect on the following types of behaviour OUT OF SCHOOL?:

a) low level indiscipline? [Probe: Using cheeky or impertinent remarks? General rowdiness/messing around?]

b) serious indiscipline? [Probe: Such as physical destructiveness? Verbal abuse? Physical aggression? Pupils under the influence of alcohol or drugs?]

c) physical violence? [Probe: Against a pupil?]

d) gang activity?

e) carrying of knives?

[Probe for all: How? Why? Positive/negative? Was this what you expected?]

Can you tell me how the following situations would be managed in [the school]?

- 1) A fight between two pupils who were hitting, punching and/or kicking each other in school?
- 2) A fight between two pupils who were hitting punching and/or kicking each other, and a weapon was being used in school?
- 3) A pupil using verbally offensive language to a teacher in school?
- 4) A pupil caught using a mobile phone abusively outside of school? (e.g. happy slapping)
- 5) A pupil informing staff that they believed a pupil was in possession of cannabis in school?

[For each situation, probe: Who would be involved? Why? Has this happened? Are there any policies/strategies about who should deal with these situations?]

If campus officer would be involved: What would have happened previous to you being in place? Was this more or less suitable for the situation? Why?

<p>6. Multi-agency working <i>Now I'd just like to ask you a few questions about partnership working in relation to the campus officer initiative.</i></p> <p>I know we discussed multi agency working in the last interview but I would just like to clarify a few details.</p> <p>What proportion of the multi-agency working you are involved with is done on an ad hoc basis? [Probe: For percentage?]</p> <p>How do you feel about this ad hoc multi-agency working? [Probe: Useful/not useful? Works well/not well? Could it be improved? Should it be more structured?]</p> <p>Which, if any, internal meetings do you attend at [the school]? [e.g. school liaison group]</p> <p>Which meetings, if any, do you attend that includes members from outside agencies? [For example social workers, educational psychologists etc.]</p> <p>To what extent, if at all, do you feel multi-agency working is important/not important to the success of the campus officer role?</p> <p>In what ways, if any, could these meetings be improved?</p>	5
<p>7. Training and personal development <i>And now I'd like to ask you about your line management and personal development.</i></p> <p>Can I just check? How are you line managed? [Probe: Are the school involved? Formally/informally?]</p> <p>How do you feel about the way you are line managed?</p> <p>To what extent, if any, should the school be involved in monitoring your performance?</p> <p>Have there been any issues associated with the way your line management is structured?</p> <p>What training, if any, have you received a) before coming to the role b) since being in post?</p> <p>Do you feel it is important/not important for a campus officer to receive training to prepare them for the campus officer role? [Probe: Why? What training?]</p> <p>How happy/unhappy have you been with a) the frequency and b) the type of training you have had since being in post?</p> <p>In what ways, if any, could training provision be improved?</p> <p>How aware are you, if at all, of the Curriculum for Excellence and Getting it Right for Every Child (the national strategy for children's services)?</p> <p>What, if any, CPD have you received on a) Curriculum for Excellence and Getting it Right for Every Child b) the campus officer role more generally? [Explain that CPD can be more than formal training courses for example seminars, shadowing, written materials etc.] [Probe: Who delivered this CPD?]</p>	5
<p>8. Views and experiences of the campus officer role <i>We are now coming towards the end of the interview. I'd now like to ask you some</i></p>	10

questions about your experiences and thoughts about the role of campus officer.

To what extent, if any, do you think your work as a campus officer has had an effect on:

a) the welfare of pupils (individual and collective)? [Probe: How? Why? Positive/negative? Was this what you expected?]

b) the welfare of staff? [Probe: How? Why? Positive/negative? Was this what you expected?]

c) the role of staff? [Probe: How? Why? Positive/negative? Was this what you expected?]

Do you feel your role has changed a) the atmosphere in the school and/or b) the culture of the school in anyway? [Probe: How? Positive/Negative?]

What do you think works well about placing officers in schools? [Probe: From the school and pupil perspective? From the police perspective? From your perspective? Why?]

What do you think works less well?

If there was anything you could change about your work as a campus officer, what would it be?

What advice would you give to a) a school looking to introduce a campus officer b) a police officer interested in becoming a campus officer?

How do you feel the campus officer role is viewed by your colleagues in the police force? [Probe: Positive/negative?]

To what extent, if any, do you feel the relationships you have built with young people at [the school] have extended to their relationships with the police in general?

To what extent, if any, should aspects of the campus officer role be standardised across Scotland e.g. generic job descriptions? [Probe: Which ones? Why/why not?]

What is your view on placing campus officers in schools for a) the long term and b) across Scotland? [Probe: Why/why not?] *Stress that this evaluation is not making recommendations about roll out of campus officers across Scotland.*

Is there anything else you would like to add or ask?

Thank respondent and let them know that the report will be published on the Scottish Government's website.

Staff who work closely with the campus officer (e.g. guidance/truancy/restorative practices staff) discussion guide

Description	Aims and comments	Approx. time (mins)
<p>1. Introduction Introduce self, Ipsos MORI</p> <p>Research commissioned by the Scottish Government to establish the impact and effectiveness of campus officers. We would also like to ascertain your views towards the campus officer role.</p> <p>Thank participants for agreeing to be interviewed, mention should take around 45 mins.</p> <p>Clarify that confidentiality and anonymity will be respected (in accordance with MRS regulations).</p> <p>If interview is being observed ensure participant is informed.</p> <p>Permission to audio record, explain how it will be used.</p>		
<p>2. Respondent's background <i>To start off with, I'd like to ask you a few questions about your background and your interaction with the campus officer.</i></p> <p>What is your current role?</p> <p>What are your daily responsibilities?</p> <p>How are you involved with the work of the campus officer? [Probe: In what capacity? How long have you worked with them? How closely?]</p> <p>If applicable: Were you involved with the work of the previous campus officer(s)? [Probe: How? How did you find the handover? Could this be improved in anyway?]</p> <p>Are you based in the same office as the campus officer? [Probe: Is this important/not important? Was this deliberate?]</p> <p>Is the campus officer involved with any of your day to day activities? [Probe: Which ones? Why? How regularly?]</p> <p>Are there any other members of staff that the campus officer works closely with?</p>		5 mins

<p>3. Background to the arrival of the campus officer at the school</p> <p><i>Now I have a few questions about the arrival of the campus officer at this school.</i></p> <p>How did you first hear that a campus officer was being introduced to [the school]?</p> <p>What was your initial reaction to finding out a police officer was going to be deployed at the school? [Probe: Did you think it was a good idea or not? – Why/why not?]</p> <p>Had you heard anything about campus officers being placed in other schools? [Probe: What had you heard? From which schools?]</p> <p>Were you asked your views and opinions about a) the officer being deployed at [the school] or b) their role at [the school].</p> <p>If yes: Were you asked prior to their arrival? Who asked for your views? Do you feel your thoughts and feelings were listened to? Do you feel they were actioned?</p> <p>All: How important/unimportant is it for a) school staff b) parents and/or c) pupils to be consulted about a campus officer arriving at their school? [Probe: Why? How should this happen?]</p> <p>What consultation, if any, has taken place since the campus officer has been in place? If yes: What kind of work? With who? Were you involved in anyway? Could this have been improved in anyway?</p> <p>With hindsight, how could the introduction of your campus officer have been handled better in anyway?</p> <p>Were there any issues with a) the media or b) with the views of parents towards the introduction of a police officer into the school community? [Probe: What issues? How were these dealt with? Could these have been pre-empted?]</p> <p>Have you provided any training for the campus officer? [Probe: On the job training? Inset? Courses? Sign-posted? Where? How? etc</p>		10 mins
<p>4. Multi agency working with the campus officer</p> <p><i>If not previously ascertained:</i> Do you attend any meetings with the campus officer? [Probe: Which meetings?]</p> <p><u><i>If they attend meetings with the campus officer from [the school]:</i></u></p> <p>Are these meetings internal or external?</p> <p>How regular are these meetings? [Probe: Monthly? Weekly?]</p> <p>What is the purpose of these meetings?</p>		10 mins

<p>What other agencies attend these meetings? [Probe: Social work? psychological services? local authority representatives? CPP? youth teams? voluntary organisations?]</p> <p>Does the campus officer attend each of these meetings? [If no: How often does the CO attend? Which meetings does the CO attend/not attend?]</p> <p>What type of information is shared at these meetings?</p> <p>What types of information does the campus officer bring to the meeting? [Probe: Information from school incidents? Police intelligence? Disclosures from pupils?]</p> <p>Are there any data sharing protocols in place? [Probe: Which agencies are involved? How was this initiated? Agency led?]</p> <p>What else does the campus officer contribute to these meetings? (For example, information on vulnerable children or information on parents?)</p> <p><u><i>If does not attend meetings with the campus officer from [the school]:</i></u></p> <p>What type of contact do you have with the campus officer? [Probe: one to one meetings to discuss individual cases? Telephone and email contact only?]</p> <p>How regular is this contact?</p> <p>What is the purpose of your contact with the campus officer?</p> <p>Do you feel the type of contact you have could be improved to enhance multi-agency working?</p> <p>Do you attend any multi-agency meetings where you feel the attendance of the campus officer would be beneficial?</p> <p>Do you think your interaction with the campus officer should be structured or remain ad hoc?</p>		
<p>5. Behaviour Management</p> <p><i>Now I'd just like to ask you a few questions about [the schools] behaviour management strategies and/or policies in relation to the role of campus officer.</i></p> <p>I understand that the role of campus officer is included/not included in [the school's] formal policies, why is that? [can be phrased appropriately according to school] How do you feel about that? [Probe: Anti-bullying/behavioural management/discipline policies]</p> <p>Which behaviour management strategies and policies, if any, is the Campus officer involved with? [Why/why not? Can you tell me</p>		10mins

about these strategies/policies? Who drives these policies? (School? LA? Both?)

To what extent, if at all, do you think the campus officer has had an effect on the following types of behaviour IN SCHOOL:

- a) low level indiscipline? [Probe: Such as mucking around in corridors? Using cheeky or impertinent remarks? Persistently infringing school rules? General rowdiness/messing around?]
- b) serious indiscipline? [Probe: Such as physical destructiveness? Verbal abuse? Physical aggression? Pupils under the influence of alcohol or drugs?]
- c) physical violence? [Probe: Against a pupil? Against a teacher?]
- d) gang activity?
- e) carrying of knives?

[Probe for all: How? Why? Positive/negative? Was this what you expected?]

To what extent, if at all, do you think the campus officer has had an effect on the following types of behaviour OUT OF SCHOOL?:

- a) low level indiscipline? [Probe: Using cheeky or impertinent remarks? General rowdiness/messing around?]
- b) serious indiscipline? [Probe: Such as physical destructiveness? Verbal abuse? Physical aggression? Pupils under the influence of alcohol or drugs?]
- c) physical violence? [Probe: Against a pupil?]
- d) gang activity?
- e) carrying of knives?

[Probe for all: How? Why? Positive/negative? Was this what you expected?]

Can you tell me how the following situations would be managed in [the school]?

- 6) A fight between two pupils who were hitting, punching and/or kicking each other in school?
- 7) A fight between two pupils who were hitting punching and/or kicking each other, and a weapon was being used in school?
- 8) A pupil using verbally offensive language to a teacher in school?
- 9) A pupil caught using a mobile phone abusively outside of school? (e.g. happy slapping)
- 10) A pupil informing staff that they believed a pupil was in possession of cannabis in school?

[For each situation, probe: Who would be involved? Why? Has this happened? Are there any policies/strategies about who should deal with these situations?]

If campus officer would be involved: What would have happened previously to a campus officer being in place? Was this more or

less suitable for the situation? Why?		
<p>6. Views and feelings towards campus officer initiative <i>We are now coming towards the end of the interview. I'd like to ask you some questions about your experiences and thoughts about the role of the campus officer.</i></p> <p>How do you feel the campus officer assists you in your day to day activities? [Probe: How? Is this important? Would this have happened previously to a campus officer being placed in the school?]</p> <p>Do you feel the introduction of a campus officer has changed a) the atmosphere in the school and/or b) the culture of the school in anyway? [Probe: How? Positive/Negative?]</p> <p>Earlier on we spoke about your initial expectations of having a police officer in [the school]. What has it really been like? [Probe: Why? Positive/negative?]</p> <p>To what extent, if any, do you think the campus officer has had an effect on:</p> <p>a) the welfare of pupils (individual and collective)? [Probe: How? Why? Positive/negative? Was this what you expected?]</p> <p>b) the welfare of staff? [Probe: How? Why? Positive/negative? Was this what you expected?]</p> <p>c) the role of staff? [Probe: How? Why? Positive/negative? Was this what you expected?]</p> <p>What do you think are the main benefits of placing officers in schools? [Probe: Why?]</p> <p>What do you think works less well? Probe: Why?</p> <p>Which areas of school life, if any, have you expected the campus officer to make an impact where they haven't? [Probe: Why do you think that is?]</p> <p>Which areas of school life, if any, has the campus officer taken over roles previously carried out by others? [Probe: Areas and types of roles? In what way? Positive or negative?]</p> <p>What do you think (if any) are the difficulties/challenges in placing campus officers in schools? Probe: Why/why not? Anything else?</p> <p>What advice would you give to other schools if they were going to deploy a campus officer?</p> <p>What is your view on placing campus officers in schools for a) the long term and b) across Scotland? [Probe: Why/why not?]</p>		10 mins

<p><i>Stress that this evaluation is not making recommendations about roll out of campus officers across Scotland.</i></p> <p>Is there anything else you would like to add or ask?</p>		
<p>Thank respondent and let them know that the report will be published on the Scottish Government's website.</p>		

Headteacher or Deputy Headteacher discussion guide

Description	Approx. time (mins)
<p>1. Introduction Introduce self, Ipsos MORI</p> <p>Research commissioned by the Scottish Government to establish the impact and effectiveness of campus officers. In particular, we would like to identify your views and feelings towards the roles that campus officers undertake.</p> <p>Explain that the interview differs from the previous interview, although we may need to clarify/cover similar ground to some of the questions asked previously.</p> <p>Thank participant for agreeing to be interviewed, mention should take around 1 hour.</p> <p>Clarify that confidentiality and anonymity will be respected (in accordance with MRS regulations).</p> <p>If interview is being observed ensure participant is informed.</p> <p>Permission to audio record, explain how it will be used.</p>	
<p>2. Respondent's background <i>To start off with, I'd like to double check some details about your background.</i></p> <p>How long have you worked a) at this school? and b) in your current post?</p> <p>What are your daily roles/responsibilities in your current post?</p> <p>What is your direct involvement with [the campus officer]?</p>	5

<p>3. Background to campus officer deployment</p> <p><i>Now I'd just like to ask you a few questions about how the campus officer came to be at [this school].</i></p> <p>Can you tell me about how the campus officer was deployed at [the school]?</p> <p>To what extent, if any, was the school involved with community policing before the campus officer was appointed? [Probe: What type of involvement? Level of involvement? Pros and cons?]</p> <p>So, what did the recruitment process involve? [Probe: The campus officer applied for the post? They were interviewed? Were they allocated the post?]</p> <p>What did you think about the recruitment process? [Probe: Could it be improved?]</p> <p>How did you feel about your level of involvement in the recruitment process? [Probe: Sufficiently involved? Would have like more say? How?]</p> <p>A common perception about the role of campus officer is that getting the 'right person for the job' is essential for making the initiative work. In your opinion, what are the main personal attributes a good campus officer should possess? [Probe: Do you think this is important/not important to the success of the role?]</p> <p>Does the campus officer have a job description? [If so, can we have a copy?]</p> <p>[If yes]</p> <p>Who was involved in the development of the campus officer job description? [Probe: Educational staff? The campus officer's line manager? Senior police personnel? The campus officer(s) predecessor(s)? Local authority? The VRU?]</p> <p>How was the job description drawn up/agreed? [Probe: Multi-agency meetings? By email? Telephone?]</p> <p>Did you have any input? [Probe: What input? How did this happen? Were you included in these discussions? Important/not important?]</p> <p>How do you feel about the campus officer job description? [Probe: Too broad? Too focussed? Is it tailored to their specific roles at the school?]</p> <p>To what extent, if any, do you feel the work the campus officer does on a day to day basis is a true representation of their job description? [Probe: Is this important/not important?]</p> <p>[If no]</p> <p>Why is there not a job description in place for the campus officer? [Probe: Is there anything else in its place?]</p> <p>To what extent, if any, do you feel it is important/not important to have a job description for the role?</p> <p>[All]</p> <p>Is it anticipated that a campus officer will stay in post for a set length of time at [the</p>	<p>5</p>
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<p>school]?</p> <p>[If yes]</p> <p>What do you think about this time period? [Probe: Too long? Too short?]</p> <p>[If no]</p> <p>Should there be a set time period?</p> <p>[All]</p> <p>To what extent, if any, were educational staff asked about their views and feelings towards a campus officer being placed in [the school] a) before the arrival of the campus officer b) since a campus officer has been in place?</p> <p>To what extent, if any, were parents asked a) before the arrival of the campus officer b) since a campus officer has been in place?</p> <p>What was done, if anything, to handle expectations or concerns about the campus officer role amongst the school community (e.g. teachers, pupils, parents)?</p> <p>What was done, if anything, to handle expectations or concerns about the campus officer role amongst the media?</p>	
<p>4. Campus officer's role</p> <p><i>In the previous interview we spoke about what the campus officer did on a day to day basis. This time I'd like to ask you about your views and feelings about having a campus officer.</i></p> <p>First of all, thinking about the campus officer's day to day role, what do you feel are the most important parts of it? [Probe: Why? Who carried out these activities/initiatives before they became part of the campus officers' role? Anyone?]</p> <p>How supportive, if at all, is your LA in terms of a) managing the campus officer role? b) making the most of your campus officer?</p> <p>To what extent, if any, is the campus officer involved with any school and community/neighbourhood partnerships or initiatives? [Probe: Why/why not? Which ones?]</p> <p>To what extent, if any, is the campus officer involved with individual assessment and planning partnerships for children with additional social, emotional and behavioural needs a) within school b) within a wider multi-agency team? [Probe: Why/why not? Which ones?]</p> <p>Does the campus officer work with the Prince's Trust/XL clubs?</p> <p>[If yes]</p> <p>How important/not important do you feel their involvement with the Prince's Trust/xL is in their role as a campus officer?</p> <p>[If no]</p>	<p>5 mins</p>

<p>Is this something that has been considered? [Probe: Why/why not?]</p> <p>[All]</p> <p>To what extent, if at all, does the campus officer work with associated primary schools? [Probe: In what way? How many? – some or all? How much time?]</p> <p>How do you feel about this part of the role? [Probe: Important/not important? Under/over developed? Why? Could you give me an example?]</p> <p>[All]</p> <p>Are there any parts of the campus officer role that you feel should not be part of their remit? [Probe: Why? Who do you think should undertake these activities?]</p> <p>Is there anything you feel the campus officer should be doing that is not in their current remit? [Probe: Why? Who currently undertakes these duties?]</p> <p>Does the campus officer have any other policing duties that they undertake alongside their campus officer role?</p> <p>[If yes]</p> <p>How is their time divided between other policing duties and their work as a campus officer?</p> <p>How do you feel about the campus officer having other policing duties? [Probe: Has this caused any issues?]</p> <p>[All]</p> <p>Has the campus officer developed any innovative systems or processes to assist with the role? [If necessary: for example appointment systems for pupils and teachers, suggestions boxes]</p>	
<p>5. Behaviour management</p> <p><i>Now I'd just like to ask you a few questions about [the schools] behaviour management strategies and/or policies in relation to the role of campus officer.</i></p> <p>I understand that the role of campus officer is included/not included in [the school's] formal policies, why is that? [can be phrased appropriately according to school] How do you feel about that? [Probe: Anti-bullying/behavioural management/discipline policies]</p> <p>Which behaviour management strategies and policies, if any, is the Campus officer involved with? [Why/why not? Can you tell me about these strategies/policies? Who drives these policies? (School? LA? Both?)]</p> <p>To what extent, if at all, do you think the campus officer has had an effect on the following types of behaviour IN SCHOOL:</p> <p>a) low level indiscipline? [Probe: Such as mucking around in corridors? Using cheeky or impertinent remarks? Persistently infringing school rules? General rowdiness/messing around?]</p>	<p>10</p>

- b) serious indiscipline? [Probe: Such as physical destructiveness? Verbal abuse? Physical aggression? Pupils under the influence of alcohol or drugs?]
- c) physical violence? [Probe: Against a pupil? Against a teacher?]
- d) gang activity?
- e) carrying of knives?

[Probe for all: How? Why? Positive/negative? Was this what you expected?]

To what extent, if at all, do you think the campus officer has had an effect on the following types of behaviour OUT OF SCHOOL?:

- a) low level indiscipline? [Probe: Using cheeky or impertinent remarks? General rowdiness/messing around?]
- b) serious indiscipline? [Probe: Such as physical destructiveness? Verbal abuse? Physical aggression? Pupils under the influence of alcohol or drugs?]
- c) physical violence? [Probe: Against a pupil?]
- d) gang activity?
- e) carrying of knives?

[Probe for all: How? Why? Positive/negative? Was this what you expected?]

Can you tell me how the following situations would be managed in [the school]?

- 11) A fight between two pupils who were hitting, punching and/or kicking each other in school?
- 12) A fight between two pupils who were hitting punching and/or kicking each other, and a weapon was being used in school?
- 13) A pupil using verbally offensive language to a teacher in school?
- 14) A pupil caught using a mobile phone abusively outside of school? (e.g. happy slapping)
- 15) A pupil informing staff that they believed a pupil was in possession of cannabis in school?

[For each situation, probe: Who would be involved? Why? Has this happened? Are there any policies/strategies about who should deal with these situations?]

If campus officer would be involved: What would have happened previously to a campus officer being in place? Was this more or less suitable for the situation? Why?

<p>6. Multi-agency working <i>Now I'd just like to ask you a few questions about partnership working in relation to the campus officer initiative.</i></p> <p>I know we discussed multi agency working in the last interview but I would just like to clarify a few details.</p> <p>What proportion of the multi-agency working the campus officer is involved with is done on an ad hoc basis? [Probe: For percentage?]</p> <p>How do you feel about this ad hoc multi-agency working? [Probe: Useful/not useful? Works well/not well? Could it be improved? Should it be more structured?]</p> <p>Which, if any, internal meetings does the campus officer attend at [the school]? [e.g. school liaison group]</p> <p>Which meetings, if any, does the campus officer attend that includes members from outside agencies? [For example social workers, educational psychologists etc.]</p> <p>To what extent, if at all, do you feel multi-agency working is important/not important to the success of the campus officer role?</p> <p>In what ways, if any, could these meetings be improved?</p>	5
<p>7. Training and personal development <i>And now I'd like to ask you about the campus officer's line management and any training you are aware the campus officer has received.</i></p> <p>How is the day-to-day performance of the campus officer monitored? [Probe: By whom? Are you or another member of school staff involved in this? If yes, how?]</p> <p>How is their annual performance review carried out? [Probe: By whom? Are you or another member of school staff involved in this? If yes, how?]</p> <p>To what extent, if any, should the school be involved in monitoring the campus officer's performance?</p> <p>Have there been any issues associated with the way the campus officer's line management is structured?</p> <p>What training, if any, has the campus officer received a) before coming to the role b) since being in post?</p> <p>Do you feel it is important/not important for a campus officer to receive training to prepare them for the campus officer role? [Probe: Why? What training?]</p> <p>How happy/unhappy have you been with a) the frequency and b) the type of training the campus officer has had since being in post?</p> <p>In what ways, if any, could training provision be improved?</p>	5

<p>8. Views and experiences of the campus officer role</p> <p><i>We are now coming towards the end of the interview. I'd now like to ask you some questions about your experiences and thoughts about the role of campus officers.</i></p> <p>To what extent, if any, do you think the campus officer has had an effect on:</p> <p>a) the welfare of pupils? (individual and collective)? [Probe: How? Why? Positive/negative? Was this what you expected?]</p> <p>b) the welfare of staff? [Probe: How? Why? Positive/negative? Was this what you expected?]</p> <p>c) the role of staff? [Probe: How? Why? Positive/negative? Was this what you expected?]</p> <p>Do you feel the introduction of a campus officer has changed a) the atmosphere in the school and/or b) the culture of the school in anyway? [Probe: How? Positive/Negative?]</p> <p>What do you think works well about placing officers in schools? [Probe: From the school and pupil perspective? From the police perspective? From your perspective? Why?]</p> <p>What do you think works less well?</p> <p>If there was anything you could change about the campus officer role what would it be?</p> <p>If the funding for your campus officer was to be withdrawn, how would you feel about funding a campus officer out of your budget?</p> <p>What advice would you give to a) a school looking to introduce a campus officer b) a HT/DHT about to get a campus officer?</p> <p>To what extent, if any, do you feel the relationship the campus officer has built with young people at [the school] has extended to their relationships with the police in general?</p> <p>To what extent, if any, should aspects of the campus officer role be standardised across Scotland e.g. generic job descriptions? [Probe: Which ones? Why/why not?]</p> <p>What is your view on placing campus officers in schools for a) the long term and b) across Scotland? [Probe: Why/why not?]</p> <p><i>Stress that this evaluation is not making recommendations about roll out of campus officers across Scotland.</i></p> <p>Is there anything else you would like to add or ask?</p> <p>Thank respondent and let them know that the report will be published on the Scottish Government's website.</p>	<p>10</p>
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Other agency workers (e.g. social workers, educational psychologists etc.) discussion guide

Description	Aims and comments	Approx. time (mins)
<p>1. Introduction Introduce self, Ipsos MORI</p> <p>Research commissioned by the Scottish Government to establish the impact and effectiveness of campus officers. We would like to ascertain your views towards the campus officer role.</p> <p>Thank participants for agreeing to be interviewed, mention should take around 30 mins.</p> <p>Clarify that confidentiality and anonymity will be respected (in accordance with MRS regulations).</p> <p>If interview is being observed ensure participant is informed.</p> <p>Permission to audio record, explain how it will be used.</p>		
<p>2. Respondent's background <i>To start off with, I'd like to ask you some questions about your background.</i></p> <p>What is your current role? [Probe: What agency do you work for? What are your daily responsibilities?]</p> <p>Where are you based? [Probe: How much time do you spend in the [school]?]</p> <p>How long have you worked:</p> <ul style="list-style-type: none"> a) with [the school]? b) in your current post? c) In this sector? <p>Does your role involve dealing with any other schools?</p> <p>[If yes]</p> <p>Do any of these schools have a campus officer?</p> <p>Which schools?</p> <p>Do you work with this campus officer? [Probe: Level of involvement? In what capacity?]</p>		5 mins

<p>3. Interaction with campus officer <i>Now I'd like to ask you some questions about your involvement with the campus officer at [school].</i></p> <p><i>If respondent has contact with more than one campus officer make it clear that we are interested in the one working at this school.</i></p> <p>What was your initial reaction to a campus officer being deployed at [the school]?</p> <p>How are you involved with the work of the campus officer at [school]? [Probe: attending meetings? On a case by case basis? Ad hoc?]</p> <p><i>If not previously ascertained: Do you attend any meetings with the campus officer? [Probe: Which meetings?]</i></p> <p>If they attend meetings with the campus officer go to section 3a)</p> <p>If they do not attend meeting with the campus officer go to section 3b)</p> <p><u>3a) If they attend meetings with the campus officer from [the school]:</u></p> <p>How regular are these meetings? [Probe: Monthly? Weekly?]</p> <p>What is the purpose of these meetings?</p> <p>Which agencies attend these meetings? [Probe: Social work? psychological services? local authority representatives? CPP? youth teams? voluntary organisations?]</p> <p>Is this approach to multi-agency working determined by any need for consistency across a) LA b) Police division or c) CPP</p> <p>Does the campus officer attend all of the key multi-agency meetings? [Probe: How often does the CO attend? Which meetings does the CO attend/not attend?]</p> <p>Would it be useful if the CO attended any other meetings? [Probe: Which ones?]</p> <p>What type of information is shared at these meetings? [Probe: Between which agencies?]</p> <p>What types of information does the campus officer bring to the meeting? [Probe: Information from school incidents? Police intelligence? Disclosures from pupils?]</p> <p>Are there any data sharing protocols in place? [Probe: Which agencies are involved? How was this initiated? Agency led?]</p> <p>Does the campus officer contribute anything else to these</p>	<p>15 mins</p>
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<p>meetings? (For example, information on vulnerable children or information on parents?)</p> <p><u>3b) If does not attend meetings with the campus officer from [the school]:</u></p> <p>What type of contact do you have with the campus officer? [Probe: one to one meetings to discuss individual cases? Telephone and email contact only?]</p> <p>How regular is this contact?</p> <p>What is the purpose of your contact with the campus officer?</p> <p>How could the type of contact you have be improved to enhance multi-agency working?</p> <p>Do you attend any multi-agency meetings where you feel the attendance of the campus officer would be beneficial?</p> <p>Do you think your interaction with the campus officer should be structured or remain ad hoc?</p>		
<p>4. Working together on a regular basis outside of meetings</p> <p>Do you have any other contact with the campus officer? [Probe: Do you visit the school? Work together on any other initiatives?]</p> <p>Do you know what the campus officer does on a day to day basis?</p> <p><i>If yes</i></p> <p>Could you tell me a bit about this? [Probe for: Curriculum delivery/Teaching? Liaising with wider community? Other schools? Parents? Taking pupils on outings? Organising after school activities? Patrolling the school? Admin?]</p>		5 mins
<p>5. Views and feelings</p> <p><i>We are now coming towards the end of the interview. I'd like to ask you some questions about your experiences and thoughts and about the role of campus officer.</i></p> <p>To what extent, if at all, do you feel multi-agency working is important/not important to the success of the campus officer role in individual schools?</p> <p>To what extent, if at all, to you feel information sharing is important/not important to the success of the campus officer role in individual schools?</p> <p>Do you have any specific examples of what you would consider to be particularly good or bad practice in relation to the campus officer being involved in this multi-agency working and/or information sharing?</p>		10 mins

<p>How aware are you, if at all, of “Getting it Right for Every Child” (the national strategy for children’s services)?</p> <p>What impact has the campus officer had on multi-agency working and information sharing practices?</p> <p>To what extent, if at all, do you feel the campus officer has contributed to a) your day to day work? and b) your organisation meeting its aims and objectives?</p> <p>What do you think works well about placing officers in schools? [Probe: From the school and pupil perspective? From the police perspective? From your perspective? Why?]</p> <p>What do you think works less well?</p> <p>To what extent, if at all, do you think the campus officer has had an effect on the following types of behaviour:</p> <p>a) low level indiscipline? [Probe: Such as mucking around in corridors? Using cheeky or impertinent remarks? Persistently infringing school rules? General rowdiness/messing around?]</p> <p>b) serious indiscipline? [Probe: Such as physical destructiveness? Verbal abuse? Physical aggression? Pupils under the influence of alcohol or drugs?]</p> <p>c) physical violence? [Probe: Against a pupil? Against a teacher?]</p> <p>d) gang activity?</p> <p>e) carrying of knives?</p> <p>[Probe for all: How? Why? Positive/negative? Was this what you expected?]</p> <p>What do you think (if any) are the difficulties/challenges in placing campus officers in schools? [Probe: Why/why not? Anything else?]</p> <p>What, if any, are your concerns about placing campus officers in schools? [Probe: What could be done to improve this?]</p> <p>In what ways, if any, could the role of campus officer be developed in the future?</p> <p>In what ways, if any, could the role of campus officer be improved?</p> <p>Is there anything else you would like to add or ask?</p> <p>Thank respondent and let them know that the report will be published on the Scottish Government’s website.</p>		
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Parent/Parent Representative discussion guide

Description	Aims and comments	Approx. time (mins)
<p>1. Introduction Introduce self, Ipsos MORI</p> <p>Research commissioned by the Scottish Government to establish the impact and effectiveness of campus officers. We would like to ascertain your views towards the campus officer role.</p> <p>Thank participants for agreeing to be interviewed, mention should take around 30 mins.</p> <p>Clarify that confidentiality and anonymity will be respected (in accordance with MRS regulations).</p> <p>If it is a telephone interview which is being observed ensure participant is informed.</p> <p>Permission to audio record, explain how it will be used.</p>		
<p>2. Respondent's background <i>To start off with, I'd like to ask you a few background questions.</i></p> <p><i>If parent representative:</i> Just to check I have the correct information here, you are [e.g. a member of the PTA/involved in [a school trip/extra curricular activity] or involved with the school some in other way – from info provided by headteacher]. Is that correct?</p> <p>So what kind(s) of involvement do you have with the school in that role? [Probe: type of activity/contact?; for how long?; how frequently?]</p> <p><i>If parent:</i> So how many children do you have at [the school]? How old are they? What year are they in?</p>		5 mins
<p>3. Background to the arrival of the campus officer at the school <i>Now I have a few questions about the arrival of the campus officer at [this school].</i></p> <p>How did you first hear that a campus officer was being introduced to [the school]? [Probe: Were you asked/told before (s)he arrived? Who told you? When were you told? What were you asked/told? How were you told?]</p> <p>What reason(s), if any, were you given for PC [name] coming to work at [the school]?</p> <p>Do you feel you received enough information about why PC [name] was coming to work at the school or is there any more information</p>		10 mins

<p>that you would liked to have received? [If yes, what kind of information? How?]</p> <p>What was your initial reaction to finding out a police officer was going to be deployed at the school? [Probe: Did you think it was a good idea or not? – Why/why not?]</p> <p>Were you asked your views and opinions about:</p> <ul style="list-style-type: none"> a) the officer being deployed at [the school]? b) their role at the school? c) their role in the local community? <p>If yes: Were you asked prior to their arrival? If yes: Who asked for your views? Do you feel your thoughts and feelings were listened to? Do you feel they were actioned?</p> <p>All: How important/unimportant is it for:</p> <ul style="list-style-type: none"> a) school staff b) parents c) pupils <p>... to be asked their views and opinions on having a campus officer placed at their school? [Probe: Why? If yes, How should this happen?]</p> <p>What consultation, if any, has taken place <i>since</i> the campus officer has been in place? <i>If any:</i> What kind of work? With who? Were you involved in anyway? Could this have been improved in anyway?</p> <p>With hindsight, could the introduction of the campus officer have been handled better in anyway?</p> <p>When the campus officer was deployed, were there any issues with:</p> <ul style="list-style-type: none"> a) the media b) with the views of parents towards the introduction of a police officer into the school community? <p>[<i>If yes:</i> What issues? How were these dealt with? Could these have been pre-empted?]</p> <p>[<i>if any other interviewees have mentioned any specific incidents or concerns, explore these here</i>]</p>		
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<p>4. Contact with the campus officer <i>Now I have a few questions about any contact you have had with the campus officer...</i></p> <p><i>If parent representative:</i> What contact have you had with the campus officer since they have been at [the school]? [Probe: type of activity/contact?; purpose of your contact?; for how long?; how frequently?]</p> <p>How do you feel about the contact you have had with PC [name]? [Probe: Positive/Negative? Useful/Not useful? Liked/Disliked?]</p> <p>And what kind of contact, if any, do you know the campus officer has had with parents? [Probe: type of activity/contact? (e.g. parent night; specific issues); how frequently? <i>If yes to contact:</i> How do other parents feel about this contact?; What would have happened before the campus was there?]</p> <p><i>If parent:</i> What contact have you had with the campus officer? [Probe: type of activity/contact? (e.g. parent night; specific issues); purpose of your contact?; for how long?; how frequently?]</p> <p>How do you feel about the contact you [and your child] have had with PC [name]? [Probe: Could it be improved in any way?; Positive/Negative? Useful/Not useful? Liked/Disliked?]</p> <p>Would you like more or less contact with PC [name]? [Probe: What contact? How much more/less?]</p> <p><i>For each relevant contact:</i> What would have happened before the campus officer was there? [Probe: Which do you prefer? – having campus officer involvement or what would have happened before the campus officer was there?; What is different?; Why do you say that?]</p> <p>Do you know of other parents who have had contact with PC [name]? [Probe: What type of contact? Why?]</p> <p><i>All:</i> <i>If applicable:</i> Were you involved with the work of the previous campus officer(s)? [Probe: How? Any differences in approach? Which approach do you prefer? – Why?]</p> <p>Do you feel you would be more or less likely to discuss the following issues with PC [name] than with a regular police officer?</p> <ul style="list-style-type: none"> a) concerns about your own child? [e.g. bullying?] b) concerns about other children in the school? c) concerns about other children outwith the school? d) any personal issues at home? 		5 mins
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<p>5. Views and feelings towards campus officer initiative <i>We are now coming towards the end of the interview. I'd like to ask you some questions about your experiences and thoughts about the role of the campus officer.</i></p> <p>To what extent, if any, do you feel the introduction of a campus officer has changed...</p> <p>a) the atmosphere in the school? b) the culture of the school? c) the atmosphere of the local area? d) pupils' journeys to or from school? [Probe: How? Positive/Negative?]</p> <p>Earlier on we spoke about your initial reaction to having a police officer in [the school]. What has it really been like? [Probe: Why? Positive/negative?]</p> <p>What do you think are the main benefits of placing officers in schools? [Probe: Why?]</p> <p>What do you think works less well? Probe: Why?</p> <p>What do you think (if any) are the difficulties/challenges in placing campus officers in schools? Probe: Why/why not? Anything else?</p> <p>What advice would you give to parents of pupils at other schools if their child's school was going to get a campus officer?</p> <p>What feedback, if any, have you received from your child about PC [name] being at the school?</p> <p>Is there anything else you would like to add or ask?</p>		10 mins
<p>Thank respondent and let them know that the report will be published on the Scottish Government's website.</p>		

Campus officer's police line manager discussion guide

Description	Approx. time (mins)
<p>1. Introduction Introduce self, Ipsos MORI</p> <p>Research commissioned by the Scottish Government to establish the impact and effectiveness of campus officers. We also want to ascertain your views and feelings towards the role of campus officers. The research has been considered by Chief Constables, all of whom have indicated their willingness to support the research. It is also fully supported by the Violence Reduction Unit.</p> <p>Thank participant for agreeing to be interviewed, mention should take around an hour.</p> <p>Clarify that confidentiality and anonymity will be respected (in accordance with MRS regulations).</p> <p>If interview is being observed ensure participant is informed.</p> <p>Permission to audio record, explain how it will be used.</p>	
<p>2. Respondent's background <i>To start off with, I'd like to ask you some questions about your background and your involvement with the campus officer of [the school].</i></p> <p>How long have you worked in: a) the police? b) [police force]? c) your unit?</p> <p>What grade officer are you?</p> <p>So, what are your daily responsibilities? [Probe: Do you undertake any work with children/young people? Local schools? What work?]</p> <p>We understand you work with the campus officer from [the school(s)]. In what capacity do you work with the officer? [Probe: Line manager? Work in the community together? Share information?]</p> <p>How regularly would you say you are in contact with the officer?</p> <p>How long have you worked with the campus officer? [Probe if applicable: Did you work with their predecessor? How long for? Did you work with them in the same/different capacity?]</p> <p>Are there any other members of staff that the campus officer works closely with?</p> <p>Do you have contact with any other campus officers? [Probe: Which schools? How regularly? In what way?]</p>	5
<p>3. Reasons behind deployment <i>I am now going to ask you some questions about the decision to place a campus officer at [the school].</i></p>	5

What were the main reasons behind a campus officer being deployed at [the school]?

Wait for unprompted response then probe for:

- Reducing the following types of behaviour:
 - low level indiscipline? [Probe: Such as mucking around in corridors? Using cheeky or impertinent remarks? Persistently infringing school rules? General rowdiness/messing around?]
 - serious indiscipline? [Probe: Such as physical destructiveness? Verbal abuse? Physical aggression? Pupils under the influence of alcohol or drugs?]
 - physical violence? [Probe: Against a pupil? Against a teacher?]
 - gang activity?
 - carrying of knives?

- Identifying & working with vulnerable pupils at risk
- Pastoral care (in what way?)
- Encourage inter-agency partnership working
- Supporting school staff [Probe: In what way?]
- 'Teaching' areas of the curriculum [Probe: Which ones?]
- Extra resource
- Information sharing [Probe: In what way?]
- Preventative role [Probe: In the school? In the local community? In what way?]
- Intelligence gathering

What aims and objectives, if any, were set for the campus officer's deployment? [Probe: formal or informal? If informal, why?]

If relevant:

Have these objectives changed over time? [Probe: How? Why?]

Do you think these objectives were understood by a) staff in the school b) other police colleagues at the station? c) parents? [Probe: Do you think this is important? Do you think this could be improved? How? Further consultation? A more clearly defined job description? More regular meetings?]

<p>4. Background to campus officer deployment <i>Now I'd just like to ask you a few questions about the process of placing a campus officer at [the school].</i></p> <p>How did you find out that a campus officer was to be deployed at [the school]?</p> <p>What was your initial reaction to a campus officer being deployed at [the school]?</p> <p>Do you know if one agency took more of a lead on this than others? If so, which agency?</p> <p>Do you feel it is important/ unimportant that there is some consultation with a) the school b) the pupils c) parents about the campus officer role? [Probe: pre-post/whilst in post?]</p> <p>Were there any initial negative feelings from a) parents b) the media that caused problems? Probe: How do you think these could have been resolved?</p> <p>Did the campus officer apply for their post or were they nominated?</p> <p>If applied: Were you involved in the recruitment of the campus officer? Why were they chosen for the post? Were there any difficulties or challenges in recruiting a campus officer?</p> <p>If nominated: Why wasn't the post advertised? Why was he/she nominated?</p> <p>All: In your opinion, what are the main personal attributes a good campus officer should possess? [Probe: Do you think the type of person that is recruited is important/not important to the success of the role? Does this present any challenges to recruitment? Why?]</p> <p>Do you know how the initial role of the campus officer was decided? If so: Who was involved in this? How was it agreed? Do you think this process could have been improved?</p> <p>Does the campus officer have a job description?</p> <p>If so: Was this agreed at the beginning of the post or further down the line? Was the campus officer involved in deciding their role?</p> <p>To what extent, if any, was there consultation on the job description of the campus officer with other agencies? (Probe: Who? Local authority? School headteacher?)</p> <p>Was your job description based on any similar documents used in other schools with campus officers? [Probe: Schools within same LA? Outwith same LA?]</p> <p>Do you think it is important/not important to have a job description for this role? Are there any challenges in creating a job description for this role?</p> <p>If not: Was this a conscious decision?</p> <p>Were there any initial teething problems in getting a campus officer in place at [the school]? [Probe: What were they? How could they have been pre-empted? Do any of them still exist?]</p>	<p>10</p>
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<p>What advice would you give to other schools who were considering setting up a campus officer role?</p>	
<p>5. Campus officer's role <i>Now I'd just like to ask you some questions about the remit of the campus officer</i></p> <p>How much time do they spend each week at:</p> <p>a) this school? b) other schools? c) the police station?</p> <p>Do they have any other policing duties that they undertake alongside their campus officer role?</p> <p>If yes: How is their time divided between their other policing duties and their work as a campus officer? [Probe: How do they spend their time during the school holidays? E.g. return to regular force, other police duties, continue to undertake campus officer work, mixture etc.]</p> <p>How do you feel about the campus officer having other policing duties?</p> <p>[All]: Where is the campus officer based? [Probe: In an office in the school? Police station? With other agency staff? With other teaching staff?]</p> <p>Has this worked well/not very well? How could this be improved?</p> <p>How do they travel from the police station to the schools? [Probe: Have there been any issues with transport? Have these been resolved? How?]</p> <p>And, where do they have access to a police computer? [Probe: In school? At station only?]</p> <p>How has this worked? [Probe: Does this need to be improved in anyway?]</p> <p>So, could you please give me an overview of the officer's day-to-day role? [Wait for unprompted response then probe for: Curriculum delivery/teaching? Liaising with wider community? – Who? Other schools? Parents? Taking pupils on outings? Disciplining pupils? Patrolling the school? Admin? After school clubs/activities?]</p> <p>Have there been any issues with the campus officer undertaking any of these roles? [Probe: What issues? Have these been resolved? How?]</p> <p>Does the campus officer work with feeder primary schools?</p> <p>[If so] In what way(s)? How many – some or all? How much time? How do you feel about this part of the campus officer's role? [Probe: Important? Given enough time?]</p> <p>[All]:</p> <p>Do you know of any other police officers, in your area, who work closely with either a)</p>	<p>10</p>

<p>the schools or b) pupils in the schools that have a campus officer? [Probe: Which posts? Schools liaison officers? Other community police?]</p> <p>If yes:</p> <p>What is the remit of this officer?</p> <p>Are there any parts of this officer's remit that overlaps with the remit of the campus officer? [Probe: Which parts? If yes: How do you feel about this?]</p> <p>How do you think the remit of the campus officer changed since:</p> <p>a) the start of the initiative?</p> <p>b) you took up post?</p> <p>How do you see the role developing over the next year or so?</p>	
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<p>6. Multi – agency working and information sharing <i>Now I'd just like to ask you a few questions about partnership working in relation to the campus officer initiative.</i></p> <p>How much does the officer liaise with your own division/subdivision/force? [Probe: How does this work? Do you share and exchange information? What kind of information and why? Could this be improved in anyway?]</p> <p>How involved with the work of the campus officer is the rest of the unit or division? [Probe: Why? How does this work? Do you think this is important? Do you think this could be developed further?]</p> <p>Who else in your unit or in the division works with the campus officer on a regular basis? [Probe: Youth teams? Community teams?]</p> <p>How important/not important to the role of the campus officer do you think it is for:</p> <p>a) the rest of the force to be knowledgeable about the campus officers' work at [the school]?</p> <p>b) other members of the police force being involved with the campus officers' work?</p> <p>To what extent does the campus officer work in partnership with the school and other agencies? [Probe: Police; Local Authority; CPP; social workers; youth teams; community wardens; voluntary organisations etc? Do they work with some agencies more than others?]</p> <p>Is the campus officer initiative integrated into any other initiatives? [Probe: Do you think it should be? Is this important/not important? Why?]</p>	5
<p>7. Line management (if line manager?) <i>Now I'd just like to ask you a few questions about how the line management of the campus officer works and about their personal development.</i></p> <p>How long have you managed the campus officer? [If applicable: Did you manage any campus officers previously to the current officer?]</p> <p>How is their day-to-day performance as a campus officer monitored? [Probe: is appraisal done by school, by police, or both? If school, which staff are involved? How?]</p> <p>Do they have a line manager at the school? If yes: Is their performance monitored by this line manager? Is this fed back to you? How? When? Is this important/not important?</p> <p>Do you regularly meet with the school to discuss a) the work and/or b) the performance of the campus officer?</p> <p>Does the campus officer do much overtime? [Probe: How has this been organised? Are they paid overtime? Has this caused any problems?]</p> <p><i>If line manages more than one campus officer:</i></p> <p>Do 'your' campus officers meet regularly to discuss and share issues and good practice? [Probe: Why/why not? If so: How frequently? Could this be developed</p>	5

<p>further?]</p> <p>What training needs, if any, were identified before the campus officer was deployed? [Probe: When? How?]</p> <p>What kind of training has the campus officer had to help them in their role? [Probe: How frequently? Who provides it? Do you feel this has been sufficient? Do you think it could be improved? How?]</p>	
<p>8. Views and experiences of the campus officer role</p> <p><i>We are now coming towards the end of the interview. I'd like to ask you some questions about your experiences and thoughts about the role of campus officers.</i></p> <p>Thinking back to the original aims and objectives of placing campus officer(s) in [the school].</p> <p>Which objectives, if any, have been achieved? [Probe: If none, why not?]</p> <p>To what extent, if at all, do you think you have had an effect on the following types of behaviour IN SCHOOL:</p> <p>a) low level indiscipline? [Probe: Such as mucking around in corridors? Using cheeky or impertinent remarks? Persistently infringing school rules? General rowdiness/messing around?]</p> <p>b) serious indiscipline? [Probe: Such as physical destructiveness? Verbal abuse? Physical aggression? Pupils under the influence of alcohol or drugs?]</p> <p>c) physical violence? [Probe: Against a pupil? Against a teacher?]</p> <p>d) gang activity?</p> <p>e) carrying of knives?</p> <p>[Probe for all: How? Why? Positive/negative? Was this what you expected?]</p> <p>To what extent, if at all, do you think you have had an effect on the following types of behaviour OUT OF SCHOOL?:</p> <p>a) low level indiscipline? [Probe: Using cheeky or impertinent remarks? General rowdiness/messing around?]</p> <p>b) serious indiscipline? [Probe: Such as physical destructiveness? Verbal abuse? Physical aggression? Pupils under the influence of alcohol or drugs?]</p> <p>c) physical violence? [Probe: Against a pupil?]</p> <p>d) gang activity?</p> <p>e) carrying of knives?</p> <p>[Probe for all: How? Why? Positive/negative? Was this what you expected?]</p> <p>What do you think works well about placing officers in schools? [Probe: From the school and pupil perspective? From the police perspective? Why?]</p> <p>What do you think works less well? [Probe: Why?]</p> <p>What do you think (if any) are the difficulties/challenges in placing campus officers in schools? [Probe: Why/why not? Anything else?]</p> <p>What, if any, are your concerns about placing campus officers in schools? [Probe: What could be done to improve this?]</p>	<p>10</p>

9. Data collected by the police

And finally...I'd just like to ask you a few questions about the kind of data you collect locally. We understand that you collect X data that may be useful to this evaluation?

Do you collect any other information about offences committed by young people at [school]? [Probe: In school? In the local community? Types of behaviour?]

Do you have a database in which you record charges/warnings issued to young people:

- a) at this school?
- b) in the wider local community?

Do you have any data about the number of police that would be called out to the school pre and post the campus officer taking up post?

Do you have analysts who can map the amount of complaints received in a localised area?

Do you collect, or have access to, any other relevant data/information?

And that is all my questions, unless you have anything else you would like to add – or ask?

Thank respondent and let them know that the report will be published on the Scottish Government's website.

Pupils discussion guide

Description	Aims and comments	Approx. time (mins)
<p>1. Introduction</p> <p>My name is _____ and I am a researcher. I work for an organisation called Ipsos MORI, not for the school.</p> <p>This research is about PC [name] being based at the school – in particular, your views about having him/her here.</p> <p>The discussion will take around 45 minutes.</p> <p>This is not a test – there are no right or wrong answers – I just want to hear what you really think. If you don't understand anything I ask, or don't feel like answering the questions, that's fine, just say so.</p> <p>I want to hear from all of you, so please try to speak one at a time and listen to what each other has to say. It's fine if you don't always agree with each other.</p> <p>If you agree, I'm going to tape-record our chat, but that's just for me to listen to once I get back to the office. Nobody else will know what you said. Is this OK?</p> <p>Explain that information would only be passed on to someone outside of the research team when it is necessary to protect someone from harm.</p> <p>Do any of you have any questions before we start?</p> <p>Introductions – So as I said, I'm _____. Can I ask you all to introduce yourself to me – Can you tell me what your name is and a sentence or two about your interests – what you like to do at weekends and in the evenings after school? OR One or two things you would change about school.</p>		

<p>2. How they heard about campus officer deployment <i>To begin, I have some questions about how you first heard that a police officer was going to work at [the school].</i></p> <p>How did you first hear that PC [name] was coming to work in [the school]? [Probe: Were you asked/told before (s)he arrived? Who told you? When were you told? What were you asked/told? How were you told? (e.g. newsletter home to parent; in assembly; in class by tutors/teachers etc.)]</p> <p>What reason(s), if any, were you given for PC [name] coming to work at [the school]?</p> <p>What was your initial reaction when you first heard that PC [name] was coming to work in [the school]? [Probe: Did you think it was a good idea or a bad idea? – Why?]</p> <p>Do you feel you received enough information about why PC [name] was coming to work at the school or is there any more information you would have liked? [If yes, what kind of information? How?]</p>		5 mins
<p>3. Previous contact with the campus officer <i>Now I have some questions about where you first saw or met PC [name].</i></p> <p>Had you seen PC [name] before you/(s)he came to this school? [Probe: Did you know him/her from anywhere else? How many times had you met him/her? Where? From primary school? From the local area?]</p> <p><i>If known from primary school:</i> What did (s)he do at your primary school? [Probe: With who? When? Where? How often did you see her/him at your primary school?]</p> <p>Did you spend any time with PC [name] talking about your move from primary school to secondary school? [Probe: How? When? Where? What did you think about this? Useful/not useful? Why?]</p> <p>Would you have liked to have had more or less contact with PC [name] before you started at [the school]?</p>		5 mins
<p>4. Current contact with the campus officer <i>Now I'd like to ask you some questions about any contact you might have had with PC [name] since (s)he started working at the school.</i></p> <p>How did you feel when you actually saw PC [name] in school? [Probe: Happy? Surprised? Scared?]</p> <p>Was he/she how you expected them to be?</p> <p>How often do you see PC [name]? [Probe: Where? When? Before school? Lunch break? In classes? Princes Trust? End of school day? Outwith school?]</p>		5 mins

<p>Would you like more or less contact with PC [name]? [Probe: What contact? How much more/less?</p>		
<p>5. Tasks to explore pupils' relationships with the campus officer, the police and the impact this has within/out with school <i>Now I've got some task(s) I'd like us to do. They are only a bit of fun and again – there are no right or wrong answers.</i></p> <p><u>Task 1</u> BUBBLE DRAWING EXERCISE This involves using 4 pictures including several characters each with empty speech bubbles. The task is to explore what pupils think is happening in each picture. We would use the following pictures:</p> <p>Picture 1 – A police officer and a child Picture 2 – A police officer and a child at school Picture 3 – A school Picture 4 – A campus officer and their police colleagues</p> <p>We would then ask them several questions about the scenarios and fully probe around these questions.</p> <p>Picture 1 – Police officer & child <i>Follow up questions:</i> What is happening in the picture? What do you think the police officer is saying to the child? What do you think the child is saying? What do you think the police officer is thinking? The child? How do you think the child feels about speaking to the police officer?</p> <p>Picture 2 – Police officer and child in/at school <i>Follow up questions:</i> What is happening in the picture? What do you think the police officer is saying to the child? What do you think the child is saying? What do you think the police officer is thinking? The child? Does the child know the police officer from outside school or inside school? How do you think the child feels about speaking to the police officer? How do you think the child feels about being at school? What do you think the atmosphere is like at their school? If the child (or a friend of theirs) was being bullied, who do you think they would speak to? [Probe: Friend(s)? Parents? Teacher? Campus officer? Other family member(s)? Other(s)? – Why/why not?] What if they had a problem at home, who would they tell? [Probe: Friend(s)? Parents? Teacher? Campus officer? Other family</p>	<p>Tasks utilising projective techniques in order to explore perceptions of the campus officer and the police. These techniques are designed to depersonalise potentially sensitive questions, keep the exercise more interesting and get more out of the group.</p>	<p>30 mins for task(s)</p>

<p>member(s)? Other(s)? – Why/why not?]</p> <p>Ask only if HT/DHT has agreed this question is suitable for pupils at the school in question (i.e. re parental sensitivities and/or distress to pupils):</p> <p>What if they thought someone was carrying a knife in school? Who, if anyone, would they tell? [Probe: Friend(s)? Parents? Teacher? Campus officer? Other family member(s)? Other(s)? – Why/why not?]</p> <p>Picture 3 – Picture of a school (school does not have a CO) <i>Follow up questions:</i> What is the picture of? [If necessary: It is a school without a campus officer] What words would you use to describe this school without a campus officer? What do you think the atmosphere of the school is like? What are the pupils like at this school? How would you feel about being at this school? Do children at this school have any contact with the police? How do children at this school feel about speaking to the police? Do you think the children would feel the same or different, in terms of how safe they feel, than the children at the school in picture 2? If a child at this school was being bullied, who do you think they would speak to? [Probe: Friend(s)? Parents? Teacher? Other family member(s)? Other(s)? – Why/why not?] What if they had a problem at home, who would they tell? [Probe: Friend(s)? Parents? Teacher? Other family member(s)? Other(s)? – Why/why not?]</p> <p>Ask only if HT/DHT has agreed this question is suitable for pupils at the school in question (i.e. re parental sensitivities and/or distress to pupils):</p> <p>What if they thought someone was carrying a knife in school? Who, if anyone, would they tell? [Probe: Friend(s)? Parents? Teacher? Other family member(s)? Other(s)? – Why/why not?]</p> <p>Picture 4 – Campus officer and police colleagues <i>Follow up questions:</i> What is happening in the picture? What do you think the campus officer is saying to the other police officers? What do you think the police officers are saying? If not said: What do you think the campus officer would say to his/her colleagues about: a) the school? b) the pupils?</p> <p>Follow up: If differences between the responses given to the different pictures, discuss (e.g. different views re campus officer and his/her police colleagues)</p> <p><u>Task 2</u></p>		
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DRAWING A PICTURE IN PAIRS

The group would be divided into pairs. Some will be asked to draw a picture of what they think a 20yr old that 'gets on' with the police would look like. Others to draw a picture of what they think a 20yr old who does not 'get on' with the police would look like.

The groups then show their picture and talk through it, explaining why they have drawn him/her the way they have. They are then asked questions about the drawing.

Follow up questions:

- Why have you drawn the man/woman like that?
- What are they doing?
- What are they like?
- What do they do during the day/at evenings/at weekends?
- What are they saying?
- What are they thinking about?
- What friends do they have?
- What do their friends think about them?
- How does this person feel?
- What were they like at school?
- Why do you think the person gets on with/doesn't get on with the police?
- Where did they first meet a police officer?
- What would the person have to do to get on/not get on with the police?

OR

PICTURES FROM MAGAZINES

The group would be divided into pairs. They will be shown pictures of a variety of people and asked to choose a picture of someone they think 'gets on' with the police. Others will choose a picture of what they think a person who does not 'get on' with the police would look like. The groups can then annotate these pictures with words or drawings.

The groups then show their pictures and talk through them, explaining why they have made them the way they have. They are then asked questions.

Follow up questions: same as Task 2 (above) but also exploring why they chose the picture they did.

Is there anything else that you would like to add or ask?

THANK & CLOSE

Staff who work in voluntary organisations linked to the work of the campus officer(s) discussion guide

Description	Approx. time (mins)
<p>1. Introduction</p> <p>Introduce self, Ipsos MORI</p> <p>Research commissioned by the Scottish Government to establish the impact and effectiveness of campus officers. We would like to find out your views towards the campus officer role.</p> <p>Thank participants for agreeing to be interviewed; mention should take around 30 mins.</p> <p>Clarify that confidentiality and anonymity will be respected (in accordance with MRS regulations).</p> <p>If interview is being observed ensure participant is informed.</p> <p>Permission to audio record, explain how it will be used.</p>	
<p>2. Background of the respondent and the voluntary organisation</p> <p><i>To start off with, I'd like to ask you some questions about your background and the organisation where you work/volunteer.</i></p> <p>What is your current role in [the voluntary organisation]? [Probe: What are your daily responsibilities? Is this a voluntary role?]</p> <p>How long have you worked a) in your current post? b) with the organisation c) in this sector?</p> <p>Can you tell me a bit about the organisation where you work/volunteer? [Probe: What are the main aims and objectives of [the organisation]? Where is it located? How long has it been running?]</p>	5 mins

<p>3. Interaction with the campus officer</p> <p><i>I'm now going to ask you some questions about the involvement of [the campus officer] with [the voluntary organisation].</i></p> <p>If applicable: If they work with campus officer(s) from a few schools ask these questions about each campus officer.</p> <p>Was [the voluntary organisation] involved with [the school] or pupils from [the school] before a campus officer was in post? [Probe: For how long? Why? How did this start?]</p> <p>To what extent, if any, was [the voluntary organisation] involved with community policing before the campus officer was appointed? [Probe: What type of involvement? Level of involvement? Pros and cons?]</p> <p>So, how did your agency/organisation become aware of the work of [the campus officer]?</p> <p>What was your initial reaction to finding out a police officer was going to be deployed at [the school]? [Probe: Did you think it was a good idea or not? – Why/why not?]</p> <p>How long have you been working with/involved in the work of the campus officer?</p> <p>If applicable: Were you involved with the work of the previous campus officer(s)? [Probe: How? Were you given notice they were leaving? Was there any handover? How did you find the handover? Could this be improved in anyway?]</p> <p>How did your organisation start working with [the campus officer]? [Probe: Why did this happen?]</p> <p>Can you tell me about the nature of your work with [the campus officer]? [Probe: What does this involve? Working jointly with pupils from [the school]? Restorative practices? Offering extra-curricular activities to the pupils? Etc.]</p> <p>How frequently are you in contact with him/her/them?</p> <p>What information, if any, do you share with [the campus officer] regarding the young people you work with? [Probe: Is this important/not important? Have there been any issues surrounding information sharing?]</p> <p>Are there any other voluntary organisations that [the campus officer] is involved with? [Probe: Which ones? Do you also have contact with these organisations?]</p> <p>How could the work you do with [the campus officer] be improved to help a) pupils at the school, b) the school community, c) your organisation and d) the local community?</p>	<p>10 mins</p>
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<p>4. Views and feelings towards the campus officer role</p> <p><i>We are now coming towards the end of the interview. I'd like to ask you some questions about your thoughts and feelings towards the role of campus officer.</i></p> <p>How do you feel the campus officer assists [the organisation]? [Probe: Is this important? Why? What would have happened previously to a campus officer being placed in the school?]</p> <p>What contribution, if any, does the campus officer make to a) your organisation achieving its aims and objectives b) the day to day activities of your organisation?</p> <p>Do you feel working with voluntary organisations should/should not be an element of the campus officer role? [Probe: Why?]</p> <p>What do you think are the main benefits in having a campus officer involved in a) [the organisation] and b) [the school]? [Probe: Why?]</p> <p>[If not covered fully above]</p> <p>To what extent, if at all, do you think the campus officer has had an effect on the following types of behaviour?:</p> <p>a) low level indiscipline? [Probe: Using cheeky or impertinent remarks? General rowdiness/messing around? In/out of school?]</p> <p>b) serious indiscipline? [Probe: Such as physical destructiveness? Verbal abuse? Physical aggression? Pupils under the influence of alcohol or drugs? In/out of school?]</p> <p>c) physical violence? [Probe: In/out of school?]</p> <p>d) gang activity? [Probe: In/out of school?]</p> <p>e) the carrying of knives? [Probe: In/out of school?]</p> <p>To what extent, if at all, do you think the work of the campus officer has had an effect on:</p> <p>a) the welfare of the pupils at [the school] (individual and collective)? [Probe: How? Why? Positive/negative? Was this what you expected?]</p> <p>b) the local community? [Probe: How? Why? Positive/negative? Was this what you expected?]</p> <p>What, if any, are the disadvantages in having a campus officer involved working with a) [the organisation] and b) [the school]? [Probe: Why?]</p> <p>What do you think are the difficulties/challenges in placing campus officers in a) schools and b) local communities? [Probe: Why/why not? Anything else?]</p> <p>What concerns, if any, do you have about placing campus officers in schools? [Probe: What could be done to improve this?]</p> <p>Is there anything else you would like to add or ask?</p>	<p>10 mins</p>
<p>Thank respondent and let them know that the report will be published on the Scottish Government's website.</p>	

Appendix 4 – HMIE School Groupings

Identifying Similar Schools for Benchmarking

1. Introduction

1.1 The purpose of this paper is to provide information about the analysis carried out to produce the comparator schools in Standard Tables and Charts (STACS) 2007. This document contains information about:

- the statistical analysis and indicators used;
- changes from last year; and
- specific points of advice.

1.2 A new procedure for identifying schools with similar characteristics was introduced to STACs in 2006. Prior to 2006, the percentage of pupils entitled to free school meals (FME) was used as the basis for identifying groups of similar schools. The new procedure introduced new factors influencing attainment when identifying comparator schools.

1.3 The method to identify comparator schools in STACS 2007 uses the following variables:

- Percentage of pupils' mothers with a degree level qualification (2001 Census)
- Percentage of pupils' households where the main householder has never worked (2001 Census)
- Percentage of pupils within the school registered for free school meals (2007 School Meals Survey)
- Percentage of pupils living in the 15% most deprived data zones (2006 School Census & 2006 Scottish Index of Multiple Deprivation)
- Percentage of pupils living in the two most urban areas – settlements of over 10,000 people (2006 School Census & 2005/06 Urban/ Rural Classification)

1.4 The statistical procedure known as *principal components analysis* (PCA) is applied to reduce the number of variables. This method effectively weights the different measures and produces two *Principal Component Scores*. The set of similar schools are then taken as those with the 'closest distance' to a school being looked at.

1.5 Statistics using the comparator school groupings are published on the HMIE stats extranet. They are also used during inspections by HMIE and commented on in the inspection report. Analysis is also included in the Standard Tables and Charts (STACS) on the SEED ScotXed website <http://www.scotxed.net>.

1.6 Many factors can influence pupil attainment. The *similar schools analysis* tries to provide an indication of how pupils are performing against schools with similar characteristics. Schools have been grouped with similar schools according to the five factors for which robust data is available. It is widely acknowledged that other factors, for which we do not have data, can also affect attainment. This means (as with any statistical analysis) the comparative data needs to be used alongside other knowledge before conclusions about a school's performance can be made.

2. Changes from STACS 2006

Free Meal Entitlement

2.1 Up to last year, the number of pupils entitled to free school meals was included. This has been replaced by the percentage of pupils registered for free school meals. The proportion of pupils eligible for free school meals is, in theory, a more appropriate measure, as it includes those pupils who do not register for free school meals, but would be entitled. However, it is widely acknowledged that this data is of poor quality, as it is extremely difficult to estimate pupils who are entitled but not registered. In addition, there is insufficient consistency across local authorities when producing the estimates. We may review the scope for using free meal entitlement data in the future for benchmarking if the quality of the information becomes more reliable.

Additional Support Needs

2.2 The ASL Act has brought about changes in the way in which pupils with additional support needs are recorded. Over the next few years, pupils with significant additional support needs will be provided with co-ordinated support plans.

2.3 Due to the change in recording of pupils with ASN and the significant effect that the ASN variable is having on the results, this variable is dropped for the 2007 analysis. If the longer term work supports the inclusion of an ASN variable, the ASN variable can be reinstated at a later date.

Updates to data

2.4 The analysis was updated to take account of the 2006 Deprivation Index (which has data from 2004/05), the 2006 Pupil Census and the 2005/06 Urban/ Rural Classification. Two variables were updated - % of pupils living in the 15% most deprived data zones and % of pupils living in the two most urban areas. The % of pupils registered for free school meals was based on the 2007 School Meals Survey.

Specific points of advice

2.5 Scotland has a diverse range of schools and it is recognised that some will not have 20 schools with similar characteristics. To address this, a *starring* system is being developed to give an indication of how close a school's comparators are. Schools with less than 20 close comparator schools will, under this starring system, be identified in a paper, which will be made available on STACS and the HMIE Extranet. This is a pilot system which will be evaluated as it develops.

2.6 Two principal components are included, explaining a total of 88% of variation. The components are weighted linear combinations of the original five input variables to the PCA process. The first component explains 73% of the variation of the original variables and is weighted mostly towards deprivation. The second component explains 15% of the variation and is weighted mostly towards the urban factor.

Appendix 5 – Comparison School discussion guide

Description	Approx. time (mins)
<p>1. Introduction</p> <p>Introduce self, Ipsos MORI</p> <p>Research commissioned by the Scottish Government to establish the impact and effectiveness of campus officers. We would like to establish the differences between schools with and without campus officers in terms of management of pupil behaviour.</p> <p>Thank participants for agreeing to be interviewed, mention should take around 30 - 40 mins.</p> <p>Clarify that confidentiality and anonymity will be respected (in accordance with MRS regulations).</p> <p>If interview is being observed ensure participant is informed.</p> <p>Permission to audio record, explain how it will be used.</p>	
<p>2. Respondent's background</p> <p><i>To start off with, I'd like to ask you some questions about your background.</i></p> <p>How long have you:</p> <ul style="list-style-type: none"> a) worked in your current post? b) worked at [the school]? c) been a headteacher/depute headteacher? d) worked in the educational sector? <p><i>If depute headteacher</i></p> <p>What areas of the school do you have responsibility for? [Probe: Year group? Guidance? Behaviour management? Pupil support?]</p> <p><i>Ask all</i></p> <p>In what ways are you involved with behaviour management/ pupil support at [the school]? [Probe:]</p> <p>Have you ever worked in a school that had a Campus Officer? [Probe: Which school?]</p>	5 mins
<p>3. Formal Behaviour Management Policy</p> <p><i>Now I'd like to talk about the formal behaviour management policies that [the school] has in place.</i></p> <p>Does [the school] have formal behaviour management policies in place for:</p> <ul style="list-style-type: none"> a) behaviour [Probe: What do this include? Which members of staff are outlined in the policy? Why?] 	10 mins

<p>b) bullying [Probe: What do this include? Which members of staff are outlined in the policy? Why?]</p> <p>c) Attendance [Probe: What do this include? Which members of staff are outlined in the policy? Why?]</p> <p>Have you ever been in a behaviour management situation that you felt was not sufficiently covered by the schools' behaviour management policies? [Probe: Could you describe that incident?]</p>	
<p>4. Behaviour management</p> <p>What behaviour management procedures are in place to deal with the following types of behaviour IN SCHOOL:</p> <p>a) low level indiscipline? [Probe: Such as mucking around in corridors? Using cheeky or impertinent remarks? Persistently infringing school rules? General rowdiness/messing around?]</p> <p>b) serious indiscipline? [Probe: Such as physical destructiveness? Verbal abuse? Physical aggression? Pupils under the influence of alcohol or drugs?]</p> <p>c) physical violence? [Probe: Against a pupil? Against a teacher?]</p> <p>d) gang activity?</p> <p>e) carrying of weapons, for example knives?</p> <p>[Probe for all: Who would deal with this? Why? Could procedures for this type of behaviour be improved in any way?]</p> <p>Are there any procedures that are in place to help deal with the following types of behaviour OUT OF SCHOOL?: In the playground/on the way home from school/on the school bus.</p> <p>a) low level indiscipline? [Probe: Using cheeky or impertinent remarks? General rowdiness/messing around?]</p> <p>b) serious indiscipline? [Probe: Such as physical destructiveness? Verbal abuse? Physical aggression? Pupils under the influence of alcohol or drugs?]</p> <p>c) physical violence? [Probe: Against a pupil?]</p> <p>d) gang activity?</p> <p>e) carrying of weapons, for example knives?</p> <p>[Probe for all: Who would deal with this? Why? Could procedures for this type of behaviour be improved in any way?]</p> <p>Can you tell me how the following situations would be managed in [the school]?</p> <ol style="list-style-type: none"> 1) A fight between two pupils who were hitting, punching and/or kicking each other in school? 2) A fight between two pupils who were hitting punching and/or kicking each other, and a weapon was being used in school? 3) A pupil using verbally offensive language to a teacher in school? 4) A pupil caught using a mobile phone abusively outside of school? (e.g. happy slapping) 5) A pupil informing staff that they believed a pupil was in possession of cannabis in school? <p>[For each situation, probe: Who would be involved? Why? Has this happened? Are there any policies/strategies about who should deal with these situations?]</p>	<p>10 mins</p>

<p>How often, if at all, have the police been called out to [the school] in the last 6 months? [Probe: Why were they called out? Is this a usual/unusual occurrence? Which member(s) of staff usually deal with these incidents?]</p>	
<p>5. Working in partnership with the police <i>I'd like to talk to you about the different ways in which [the school] may currently work with police.</i></p> <p>Does the school have any regular contact with the police?</p> <p><i>If yes</i></p> <p>Which officers? [Probe: School Liaison Officers? Community officers? Other officers?]</p> <p>What type of contact?</p> <p>In what ways, if at all, does [the school] work in partnership with the police? [Probe: Classroom inputs? Joint events? Crime prevention?]</p> <p>What roles do the police carry out IN the school? [Probe: Providing classroom inputs on topics such as drugs/alcohol/road safety? Attend multi-agency meetings? Attends any incidents that require criminal charges to be pressed?]</p> <p><i>If little contact</i></p> <p>Why is there not much partnership working with the police?</p> <p>How do you feel about that?</p> <p><i>Ask all</i></p> <p>Are you aware of any work the police do with the feeder primary schools? [Probe: Classroom inputs? Help the transition between p7 and S1?]</p>	5 mins
<p>6. Overall views</p> <p>How do you feel about the behaviour management policies in place at [the school]? Are there any ways, if at all, these policies could be improved?</p> <p>How do you feel about a) the atmosphere in the school and/or b) the culture of the school? Are these things affected by behaviour management issues in [the school]? [Probe: How? Positive/Negative?]</p> <p>To what extent, if at all, is safety a concern at [the school] for a) pupils and/or b) teaching staff?</p> <p><i>If a lot</i></p> <p>What, if anything, has the school done to improve this issue?</p> <p><i>We are now coming towards the end of the interview. I'd like to ask you some questions about your thoughts and feelings towards campus officers.</i></p> <p>Based on what you have heard, what do you feel works well about placing campus</p>	5 mins

<p>officers in schools? <i>[Probe: Why?]</i></p> <p>What do you feel works less well? <i>[Probe: Why?]</i></p> <p>What do you think are the difficulties/challenges in placing campus officers in schools?</p> <p><i>[Probe: Why/why not? Anything else?]</i></p> <p>What concerns, if any, do you have about placing campus officers in schools?</p> <p><i>[Probe: What could be done to improve this?]</i></p> <p>Thank respondent and let them know that the report will be published on the Scottish Government's website.</p>	
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Appendix 6 – Referrals to the SCRA

(Figures in bold indicate first year of campus officer placement, in schools 2, 9 & 11 an officer was in place prior to the 2003/2004 academic year)

	2003/4	2004/5	2005/6	2006/7	2007/8
School 1	81	80	88	108	184
Comparison 1	81	82	143	160	123
School 2	273	151	216	255	254
Comparison 2	199	236	245	233	252
School 3	84	126	144	167	204
Comparison 3	129	218	189	202	145
School 4	73	92	84	116	112
Comparison 4	147	225	174	115	111
School 5	95	115	124	179	100
Comparison 5	145	242	251	155	154
School 6	57	82	96	118	90
Comparison 6	64	85	90	94	48
School 7	128	119	140	145	152
Comparison 7	52	117	132	83	81
School 8	146	230	250	292	287
Comparison 8	102	104	154	145	130
School 9	141	110	157	155	152
Comparison 9	175	141	151	209	184
School 10	25	65	62	106	81
Comparison 10	40	41	50	68	40
School 11	129	210	209	200	175
Comparison 11	88	104	119	103	114

Appendix 7 – Crime data (Figures in bold indicate first year of campus officer placement)

	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
School 1	3	9	14	8	7	18	17	13	10	6
Comparison 1	4	8	2	4	6	6	3	15	5	5
School 2	8	22	30	29	32	20	12	16	29	24
Comparison 2	7	6	15	6	11	12	15	12	4	0
School 3	4	9	2	3	4	1	11	14	11	17
Comparison 3	3	6	14	6	1	11	9	6	2	5
School 4	1	1	6	12	0	6	6	6	4	13
Comparison 4	0	2	2	15	0	0	2	1	3	1
School 5	0	4	0	2	11	17	5	13	6	19
Comparison 5	0	0	8	7	4	5	11	5	5	4
School 6	0	2	10	7	7	7	7	12	13	10
Comparison 6	6	11	5	3	2	7	2	8	3	10
School 7	3	6	2	4	7	13	17	12	15	15
Comparison 7	2	13	3	3	4	12	13	8	3	5
School 8	0	0	14	16	11	17	17	7	31	20
Comparison 8	0	1	5	5	5	5	11	5	10	11
School 9	11	22	11	17	12	17	9	13	5	7
Comparison 9	0	0	0	0	6	4	4	16	13	10
School 10	2	1	3	5	3	5	9	2	5	4
Comparison 10	3	15	14	4	6	12	13	5	16	7
School 11	0	6	20	31	14	20	109	218	269	212
Comparison 11	2	5	7	2	4	8	4	3	1	6

Appendix 8 – Attendance rates (%)

(Figures in bold indicate first year of campus officer placement in case study school, in schools 2, 9 & 11 an officer was in place prior to the 2003/2004 academic year)

	2003/4	2004/5	2005/6	2006/7	2007/8	2008/9
School 1	80	81	82	83	84	88
Comparison 1	84	83	83	83	84	90
School 2	84	83	81	80	81	85
Comparison 2	86	86	86	85	84	90
School 3	88	88	89	89	89	94
Comparison 3	89	89	88	87	87	91
School 4	90	90	88	86	85	89
Comparison 4	85	83	81	84	85	90
School 5	86	87	87	87	86	89
Comparison 5	85	86	84	87	88	93
School 6	88	88	88	87	87	90
Comparison 6	89	89	87	86	87	90
School 7	86	87	86	85	88	92
Comparison 7	91	92	91	90	90	93
School 8	87	87	89	90	90	93
Comparison 8	89	89	89	89	90	94
School 9	82	85	87	88	89	92
Comparison 9	85	86	87	87	86	90
School 10	87	89	88	88	88	93
Comparison 10	85	88	86	88	86	92
School 11	86	79	84	81	82	85
Comparison 11	86	86	85	86	86	87

Appendix 9 – Cases of exclusion per year

(Figures in bold indicate first year of campus officer placement in case study school, in schools 2, 9 & 11 an officer was in place prior to the 2003/2004 academic year)

	2003/4	2004/5	2005/6	2006/7	2007/8	2008/9
School 1	245	23	302	227	155	172
Comparison 1	151	155	206	228	202	113
School 2	120	120	131	116	201	337
Comparison 2	52	52	38	34	30	40
School 3	79	57	70	94	67	52
Comparison 3	193	155	99	107	64	55
School 4	80	166	107	114	164	173
Comparison 4	116	168	100	86	67	62
School 5	182	219	118	199	224	181
Comparison 5	79	84	49	43	34	47
School 6	141	142	117	154	76	108
Comparison 6	163	99	63	99	97	60
School 7	123	74	67	105	102	152
Comparison 7	54	97	85	73	45	77
School 8	123	98	115	179	107	80
Comparison 8	20	41	31	35	29	52
School 9	316	368	93	75	49	52
Comparison 9	99	87	178	109	115	118
School 10	33	35	14	26	24	10
Comparison 10	39	34	38	18	19	34
School 11	73	283	340	412	364	187
Comparison 11	83	103	48	53	43	59

Appendix 10 – Funding Questions

How is the campus police initiative funded in your area? (Probe: Solely police funded? Council assistance?)

How did the [relevant parties] come to this arrangement?

How much does it cost to fund [number] campus officers?

If relevant

How much does each agency contribute?

Is that the basic salary or does it include other contributions? (e.g. NI contributions, rent/housing allowance?)

If basic salary

How much would it cost including all additional contributions?

All

Can you break that cost down by school?

How much is spent on the following areas for each campus officer?

- a) Administration
- b) Travel costs
- c) IT
- d) Marketing/promotion of the role

Do the police cover all of these costs?

Do you receive any extra funding for the campus officer initiative (e.g. from the SG or the VRU)?

What proportion of the salary budget for your division is spent on campus officers?

Does the introduction of campus officers mean that money has been taken from another area of policing? What area was this?

Is there any other relevant funding information that you think would be useful for this evaluation?

Would you be happy for us to call back to follow up on this information?

Appendix 11: Predicted set up costs, salary costs and ongoing costs for 55 campus officers.

School	Funding	Split	Years in service of CO	Grade	FT/PT	Estimated salary plus 'on costs'	Total cost per annum	Other costs
1	Police and LA	50/50 Police and LA	12	PC	FT	£39,527	£39,527	
2	Police and LA	50/50 Police and LA	29	PC	FT	£39,527	£39,527	
3	Police and LA	2/3 by LA and 1/3 by police	14	PC	PT	£26,351	£26,351	
4	Police and LA	2/3 by LA and 1/3 by police	26	PC	PT	£26,351	£26,351	
5	Police and LA	2/3 by LA and 1/3 by police	14	PC	FT	£39,527	£39,527	
6	Police	100% Police	24	PC	FT	£39,527	£39,527	
7	Police	100% Police	6	PC	FT	£34,545	£34,545	
8	Police	100% Police	23	PC	FT	£39,527	£39,527	
9	Police	100% Police	13	PC	FT	£39,527	£39,527	
10	Police	100% Police	9	PC	FT	£38,745	£38,745	
11	Police and LA	2/3 by LA and 1/3 by police	20	PC	FT	£39,527	£39,527	£2,000 has been spent in total on IT and admin costs in the Division, and is paid for from the funding package

12	Police and LA	2/3 by LA and 1/3 by police	12	PC	FT	£39,527	£39,527	£2,000 has been spent in total on IT and admin costs in the Division, and is paid for from the funding package
13	Police and LA	2/3 by LA and 1/3 by police	30	PC	FT	£39,527	£39,527	£2,000 has been spent in total on IT and admin costs in the Division, and is paid for from the funding package
14	Police and LA	50/50 Police and LA	8	PC	FT	£36,533	£36,533	Police are to fund IT costs, but this has not been finalised as discussions are ongoing within the police regarding security implications
15	Police and LA	50/50 Police and LA	5	PC	FT	£33,589	£33,589	Setup costs (IT, marketing, admin, provision of office) = £40K-salary
16	Police	100% Police	9	PC	FT	£38,745	£38,745	
17	Police	100% Police	7	PC	FT	£35,398	£35,398	Provided with a leased car - paid for by LA
18	Police	100% Police	11	PC	FT	£39,527	£39,527	£600 per year
19	Police	100% Police	?	PC	FT	£39,527	£39,527	
20	Police	100% Police	6	PC	FT	£34,545	£34,545	
21	Police	100% Police	?	PC	FT	£39,527	£39,527	£600 per year
22	Police	100% Police	15	PC	FT	£39,527	£39,527	
23	Police	100% Police	19	PC	PT	£39,527	£39,527	

24	Police	100% Police	8	PC	FT	£36,533	£36,533		
25	Police	100% Police	20	PC	FT	£39,527	£39,527	£600 per year	
26	Police	100% Police	?	PC	FT	£39,527	£39,527		
27	Police, LA and CPP	Police (£45,000), LA (£16,000) and Fairer Scotland Fund (£29,000)	8	PC	FT	£36,533	£36,533	Travel, admin, IT, marketing covered by police	
28	Police, LA and CPP		15	PC	FT	£39,527	£39,527	Travel, admin, IT, marketing covered by police	
29	Police, LA and CPP		12	PC	FT	£39,527	£39,527	Travel, admin, IT, marketing covered by police	
30	Police, LA and CPP		Police (£27,500), LA (3x£53,166) and Fairer Scotland Fund (£23,000)	9	PC	FT	£38,745	£38,745	Travel, admin, IT, marketing covered by police, £1,370 for laptop
31	Police, LA and CPP			22	PC	FT	£39,527	£39,527	Travel, admin, IT, marketing covered by police, £1,370 for laptop
32	Police, LA and CPP	9		PC	FT	£38,745	£38,745	Travel, admin, IT, marketing covered by police, £1,370 for laptop	
33	Police, LA and CPP	13		PC	FT	£39,527	£39,527	Travel, admin, IT, marketing covered by police, £1,370 for laptop	
34	Police, LA and CPP	?		PC	FT	£39,527	£39,527	Travel, admin, IT, marketing covered by police, £1,370 for laptop	

35	Police, LA and CPP		8	PC	FT	£36,533	£36,533	Travel, admin, IT, marketing covered by police, £1,370 for laptop
36	Police, LA and CPP		9	PC	FT	£38,745	£38,745	Travel, admin, IT, marketing covered by police, £1,370 for laptop
37	Police and LA	LA contributes £60k (equivalent of four half-salaries), police £60k	10	PC	FT	£39,527	£39,527	£15,000 towards diversionary activities
38	Police and LA		14	PC	FT	£39,527	£39,527	£15,000 towards diversionary activities
39	Police and LA		5	PC	FT	£33,589	£33,589	£15,000 towards diversionary activities
40	Police and LA		9	PC	FT	£38,745	£38,745	£15,000 towards diversionary activities
41	Police and LA	2/3 by LA and 1/3 by police	25	PC	FT	£39,527	£39,527	Admin, IT and uniform costs are roughly £1700 per officer. There isn't really a budget for these.
42	Police	100% Police	16	PC	FT	£39,527	£39,527	Admin, IT and uniform costs are roughly £1700 per officer. There isn't really a budget for these.
43	CPP and Police	LA via Fairer Scotland Fund (£64,000) which is the cost of 2 basic salaries minus NI and contributions. Police (£107,376)	5	PC	FT	£33,589	£33,589	£1,200 laptop Fairer Scotland Fund, £25 per month broadband paid by schools, £1,500 to promote role and support individual projects (Fairer Scotland Fund)

44	CPP and Police	fund 2 salaries and the NI and contributions for the 2 LA funded officers. All officers funded from the sum total of this funding.	?	PC	FT	£39,527	£39,527	£1,200 laptop Fairer Scotland Fund, £25 per month broadband paid by schools, £1,500 to promote role and support individual projects (Fairer Scotland Fund)
45	Police		9	PC	FT	£38,745	£38,745	£1,200 laptop Fairer Scotland Fund, £25 per month broadband paid by schools, £1,500 to promote role and support individual projects (Fairer Scotland Fund)
46	Police		9 years	PC	FT	£38,745	£38,745	£1,200 laptop Fairer Scotland Fund, £25 per month broadband paid by schools, £1,500 to promote role and support individual projects (Fairer Scotland Fund)
47	Police and LA	LA provide 2/3 and police 1/3 of funding	20 years	PC	FT	£39,527	£39,527	
48	Police and LA	LA provide 2/3 and police 1/3 of funding	15	PC	FT	£39,527	£39,527	
49	Police and LA	LA provide 2/3 and police 1/3 of funding	23	PC	FT	£39,527	£39,527	
50	Police	Police	?	PC	FT	£39,527	£39,527	
51	Police	Police	?	PC	FT	£39,527	£39,527	

52	Police	Police	?	PC	FT	£39,527	£39,527	
53	Police	Police	?	PC	FT	£39,527	£39,527	
54	Police and LA	2/3 by LA and 1/3 by police	?	PC	FT	£39,527	£39,527	£2,000 has been spent in total on IT and admin costs in the Division, and is paid for from the funding package
55	Police and LA	2/3 by LA and 1/3 by police	?	PC	FT	£39,527	£39,527	Admin, IT and uniform costs are roughly £1700 per officer. There isn't really a budget for these.

Appendix 12: A table showing the information provided from the mapping interviews about the role of campus officers alongside the total estimated annual cost of placing an officer in the school.

	Aims and main objectives (See legend below)	Shared with other secondary schools	FT/PT	Access to local police system in school?	Teaching pupils	Liaising with wider community	Primary feeder school work	Working with parents	Pupil outings	After school activities	Restorative Practices?	Other Police commitments?	TOTAL ANNUAL COST
1	1,2,3,4,5	No	FT	Yes	No - ELO	Yes	Yes	Yes	Yes	Yes	Yes	Yes	£39,527
2	1,2,3,4,5	No	FT	Yes	Yes	Yes	Yes	Not much	No	Yes	?	Yes	£39,527
3	1,2,3	No	PT	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes/No	No	£26,351
4	1,2,3	No	PT	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No	£26,351
5	1,2	No	FT	No	Yes	Yes	Yes	Not much	Yes	Yes	Yes	No	£39,527
6	1, 3, 4, 5	No	FT	No	Yes	Yes	Yes	No	No	Yes/No	Yes	Yes	£39,527
7	3	No	FT	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	£34,545
8	1, 2, 3	No	FT	No	Yes	Yes	Yes	Not much	No	No	?	Yes	£39,527
9	1,2,3,5	No	FT	No	Yes	Yes	No	Yes	Yes	Yes	Yes	No	£39,527
10	1,2,3,4,5	No	FT	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	£38,745
11	1	No	FT	No	Yes	Yes	Yes	Yes/No	Yes	Yes	No	No	£39,527
12	2	No	FT	No	Yes	Yes	Yes	Not much	Yes	Yes/No	?	No	£39,527
13	1, 2	No	FT	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	£39,527
14	1,3	No	FT	No	Yes	Yes	Yes	Yes	Yes/No	No	Yes	No	£36,533
15	1,2,3	Yes	FT	No	Yes	Yes	Yes	Yes/No	No	No	Yes	No	£33,589

16	1, 2, 3, 4, 5	Yes	FT	No	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	£38,745
17	1, 2, 3, 5	Yes	FT	No	Yes	Yes	Yes	Yes	Yes	No	?	Yes	£35,398
18	1,2,3	No	FT	No	Yes	Yes	Yes	Not much	Yes	Yes	Yes	No	£39,527
19	1	No	FT	Yes	Yes	Yes	Yes	Yes	Yes	Yes	?	No	£39,527
20	1,2,3	No	FT	No	Yes	Yes	Yes	Yes	Yes	Yes/No	Yes	Yes	£34,545
21	1,2,5	No	FT	?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	?	£39,527
22	1,2,3,4,5	No	FT	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	£39,527
23	1,3	No	PT	No	Yes	Yes	Yes	Yes	Yes/No	Yes	Yes	No	£39,527
24	1,2,3	No	FT	No	Yes	Yes	Yes	Not much	Yes/No	No	Yes	No	£36,533
25	1	No	FT	No	Yes	Yes	Yes	Not much	Yes	Yes	Yes	Yes	£39,527
26	2	No	FT	Yes	Yes	Yes	Yes	Yes/No	Yes	Yes	Yes	No	£39,527
27	1,2	No	FT	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	£36,533
28	1,2,3	No	FT	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	£39,527
29	1,2,3,5	No	FT	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	£39,527
30	1,2,3	No	FT	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	£38,745
31	1,2,3,4,5	No	FT	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	£39,527
32	1,3	No	FT	No	Yes	Yes	Yes	Yes	Yes	Yes	?	No	£38,745
33	1,2,3	No	FT	No	Yes	Yes	Yes	Not much	Yes	Yes	?	Yes	£39,527
34	1	No	FT	No	Yes	Yes	No	No	No	Yes		?	£39,527
35	1	No	FT	Yes	Yes	Yes	Yes	Not much	Yes/No	Yes	Yes	No	£36,533
36	1,2,5	No	FT	No	Yes	Yes	Yes	Not much	Yes	Yes	?	No	£38,745

37	1,2	No	FT	No	Yes	Yes	Yes/No	Yes	Yes	Yes	?	No	£39,527
38	1,2,3	No	FT	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	£39,527
39	1,3	No	FT	No	Yes	Yes	Yes/No	Yes/No	Yes	Yes	Yes	Yes	£33,589
40	1,2,3	No	FT	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	£38,745
41	1	No	FT	No	Yes	Yes	Yes	Not much	Yes	Yes	?	No	£39,527
42	1,3	No	FT	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	£39,527
43	1,2,3	No	FT	No	Yes	Yes	Yes	Not much	No	No	No	No	£33,589
44	1	No	FT	?	Yes	Yes	Yes	Yes	Yes	No	?	?	£39,527
45	1	No	FT	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	£38,745
46	1,3	No	FT	No	Yes	Yes	Yes	Yes	Yes	Yes	?	Yes	£38,745
47	1,2,3	No	FT	CO - no / HT - yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	£39,527
48	1,2,3	No	FT	No	Yes	Yes	Yes/No	Yes/No	Yes	Yes/No	Yes	No	£39,527
49	1,2,3,4,5	No	FT	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	£39,527

Aims & Objectives: 1 = Improving relationship between police and pupils/community, 2 = making the school safer, 3 = reducing types of behaviour, 4 = child protection, 5 = identifying and working with vulnerable kids

Yes/No: Shows conflict between reports from the headteachers and campus officer

