

POLICE RESPONSE

TO

INCIDENTS IN SCHOOLS

April 2002

Foreword

In these challenging times, there has never been a greater opportunity or need for the police service and their partners to work together to reduce the level of youth crime. This is particularly relevant within the education sector.

Both the Metropolitan Police Service (MPS) and the London Drug Policy Forum (LDPF) take the issue of youth criminality and victimisation extremely seriously. Reduction of youth crime and victimisation is, in fact, one of the MPS's priority objectives. As part of the police efforts to build upon the recognised success of the Youth Offending Teams, the MPS has recently established a Youth Policy Unit to develop its response and strategy in the years ahead. To achieve this, we look forward to working with a range of partners, including Local Education Authorities. The LDPF also works with a wide range of partners across London and focuses on helping to reduce drug misuse and its associated problems. Though this document has a much wider remit, it plays a valuable role in setting drug incidents in schools within their broader context.

These guidelines are intended to assist all head teachers and school principals across London when responding to incidents of crime or anti-social behaviour occurring on school premises. They complement existing DfES guidelines and circulars and also offer a consistent response from the Metropolitan Police Service, thus contributing to the work of local Drug Action Teams and crime and disorder partnership strategies.

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London Drug Policy Forum

The London Drug Policy Forum is funded by the Corporation of London to assist, support and advise policy makers on drug issues affecting the capital. The Forum works with the London boroughs, Drug Action Teams, Government Departments, drug agencies and others to promote good practice on education and prevention, community safety and improving drug treatment services.

As part of its role to disseminate good practice and advice the LDPF has previously produced guidance on drug issues for School Governors, information on drugs for students in Higher Education and a guide on the use of outside agencies in delivering drug education. While a "Police Response to Incidents in Schools" is not primarily about drugs it does deal with this vital issue and will provide a valuable resource to schools.

Throughout 2002 the London Drug Policy Forum and its partners will be working to identify the help and support young people, their families, carers and professionals need to most effectively tackle the problems associated with drug misuse.

For further advice on drug related issues, schools are advised to contact their Local Education Authority or Drug Action Team (located within each London borough). Or you may wish to contact the London Drug Policy Forum on 020 7332 3084, Email david.mackintosh@corpoflondon.gov.uk

Acknowledgements.

The Metropolitan Police Service would like to thank the many contributions and support of representatives from several local education authorities, Drug Action Teams, schools, local police boroughs, central support staff, the Police, PSHE and Citizenship Group - London and the Drug Education Forum. The Metropolitan Police Service also wishes to thank the London Drug Policy Forum for funding the publication of these guidelines.

For further information concerning these guidelines, contact:

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POLICE RESPONSE TO INCIDENTS IN SCHOOLS

Introduction

1.1. These guidelines relate to incidents of crime or anti-social behaviour occurring on school premises where police intervention is requested. Such incidents require a planned, structured and consistent response from police, in line with each Local Education Authority's guidance and each individual school's policy.

1.2. Previous guidelines (1) are now cancelled and superseded by this document.

1.3. Borough Commanders or their representatives often meet with head teachers and relevant Education officers. Discussion in these forums would aid the practical application of these guidelines within local schools.

General

1.3. **When an incident is actually occurring or immediate danger is present, where response from police is required urgently, the Emergency 999 system MUST be used.** Such circumstances include where:

- serious injury has occurred or has clear potential;
- a crime is in progress or imminent;
- a suspect is present;
- a witness is likely to be lost if police do not arrive quickly;
- there is clear potential for the commission of a further crime;
- a victim of crime is suffering from extreme distress.

1.5. If the incident is not of an urgent nature, but police advice or assistance is still required, the school should contact one of the following, in accordance with locally agreed arrangements:

- Borough Schools/Youth Unit/Team;
- Community Contact Officer/Home Beat Officer/Ward Officers;
- Borough Liaison Officer;
- The local Youth Offending Team (YOT).

1.6. It is good practice to identify a **named** police officer, preferably from the Schools Unit or its equivalent, with whom initial contact can be made. This is to ensure an informed and appropriate response is given. Individual schools may wish to enter the name of their contact below:

MY POLICE CONTACT IS:.....Name
.....Police Station
.....Tel. no.

Additionally, schools may wish to copy, complete and display Appendix B.

1.7. In the Crime and Disorder Act 1998, the Government has stated its intention to treat all young offenders in the same manner irrespective of where the offence has taken place. Therefore offences occurring on school premises will be treated the same as if they had occurred in the public arena. Additionally, police have a role in helping young people resist drug misuse in order to achieve their full potential in society, which is one of the four key aims of the Government's Drug Strategy (2).

1.8. Schools have no legal obligation to report an incident to the police, and may have reservations about identifying pupils as offenders to police with the attendant risk of potentially criminalising them. However, the DfEE state (3) '*Schools should always advise the police of any criminal activity*'. Police officers have also received advice on this Circular (4). In making this decision, schools may wish to

consider their moral duties and endeavour to ensure that a balance is struck between the needs of the pupil involved and the needs of the school and its other pupils. Not reporting a crime and thereby not identifying the offender, if known or suspected, may subsequently prove to be counter-productive for a school and the wider community, of which the school is a part. Whilst local police officers are always willing to give advice, schools need to be aware that where a crime is reported to police and a pupil is identified as the offender, police action will be in accordance with the Code of Practice set out below.

1.9. The Home Office and DfEE produced guidelines on school security (5) which gives advice on how schools can deal with incidents of trespass; harassment; threatening, abusive or insulting behaviour; assault; offensive weapons and other criminal matters such as theft, vandalism and burglary. These guidelines openly promote co-operation between police and schools. They have also produced a checklist for police and schools working together to tackle truancy, crime and disorder (6).

Incidents Reported to Police

2.1. Whilst police response to incidents require officers to follow set procedures, schools may follow a range of guidelines which offer more discretion in their response.

2.2. It is recognised that schools act 'in loco parentis' when pupils are at school or involved in school led activities. They may still wish to deal with some incidents internally, rather than inform police. Whenever an incident occurs, schools are encouraged to deal with each incident on an individual basis through the relevant pastoral and disciplinary policies.

2.3. The Government has issued guidelines intended to help schools reduce the risk of disaffection among pupils (3). A new formal system for dealing with young offenders has also been devised, which replaces formal 'cautions' with a Reprimand and Warning for first and second offences (7). Within this new scheme, outlined below under 'Youth Justice', a pupil involved in an incident, which is dealt with internally by a school, would not be dealt with in accordance with this official procedure. Non compliance could place this school procedure outside these official guidelines and prevent access to appropriate support to that pupil from key agencies. Additionally, if that pupil subsequently commits a further offence, which is reported to police, a Reprimand, not a Warning, would be the first consideration.

2.4. When an allegation of crime is reported to police, an entry will be made on the local Crime Reporting Information System (CRIS) and investigated. An arrest will only take place on school premises if absolutely necessary.

2.5. If a person suspected of committing that crime is a pupil and the offence occurred on school premises, an appointment will generally be made for the pupil to attend the local police station soon after the incident, where the arrest, interview and investigation will take place. An exception to this would be if police action is required immediately. That person is entitled to legal representation and a parent or appropriate adult must be present. This ensures compliance with the Police and Criminal Evidence Act 1984 (PACE), specifically its Code of Practice.

2.6. This Code of Practice outlines the procedures that should be adopted **by police officers** and relate to the following:

- A. The exercise of statutory powers to stop and search.
- B. The searching of premises and the seizure of property found on persons or premises.
- C. The detention, treatment and questioning of persons.
- D. The identification of persons.
- E. The tape recording of interviews.

2.7. Following this procedure at the police station, police will decide the options available for 'case disposal'. In normal circumstances, where a young person has committed an offence he/she will be given a Reprimand. Where the young person has committed a second offence, he/she will be given a final Warning. In serious cases the young person could be prosecuted for a first offence and sent directly to the Youth Court. In all cases the matter is referred to the local Youth Offending Team who

decide on subsequent reparation action for the young person. These Teams consist of representatives from probation, education, social services, health service and police.

2.8. Whatever the incident, schools may wish to consider reviewing their relevant school policies, including their response to incidents, curriculum provision, discipline procedures and liaison with local police.

Youth Justice

The Youth Justice policy for the Metropolitan Police Service (8) commenced in June 2000. It is available to police on the internal Intranet site, and to schools and the general public on www.met.police.uk.

There are now four options available to the police when dealing with young offenders, with cautions no longer being an option:

No further action taken -

No evidence or insufficient evidence available.

Reprimand -

Intended for first-time offenders, unless the offence is too serious, in which case he/she will receive a **Warning** or be **prosecuted**. Recorded centrally and lasts for five years or until the offender's eighteenth birthday, whichever is the longer, from the date given. Can be cited in court after a young person has been **prosecuted** and found guilty of another offence. Will be taken into account if a young person comes to the notice of police again. Will be referred to the local Youth Offending Team. May receive some information about diversionary activities.

Warning -

Intended for second-time offenders, unless the offence is too serious. Sometimes given for a first offence instead of a **Reprimand**. Recorded centrally and lasts for the same period as a **Reprimand**. Can be cited in court as described under **Reprimand** above. Will be referred to the local Youth Offending Team. The offender will probably undertake diversionary activities. If the young person subsequently re-offends, a further, and definitely final, **Warning** can only be issued in exceptional circumstances.

Prosecution -

Charged/summonsed with offence, to appear at court. Papers submitted to Crown Prosecution Service who examine evidence, decide whether to proceed and present the case at court.

NB: Each school is likely to apply existing behaviour and discipline policies at the discretion of the Head Teacher, irrespective of any police action.

Police officers having a liaison role with schools maintain close contact with their local YOT. Sometimes they are asked to give pastoral assistance to a young person, e.g. when a parent wishes police to talk to their child for legal reasons. Where an offence has been committed, this can only take place if the decision is made to take **no further action** and the relevant officer is willing to undertake this task.

Recommended Procedures for Schools

An example flow chart used in Croydon, indicating the recommended procedure for a school to follow where a serious incident has occurred, can be found in Appendix C.

4.1. The following are general comments relating to any incident and comply with the above-mentioned chart. Further comments relating to specific incidents, such as drugs, offensive weapons, criminal damage, assaults, theft, robbery and harassment/race/hate then follow.

A. Consider if medical aid is necessary, including obtaining emotional support and counselling.

B. All incidents in schools are normally reported to the head teacher or senior member of staff, who will instigate the appropriate action in line with their current policy. The incident and decision making process should be recorded

C. Each incident should be considered individually and a decision made on whether to inform parents or legal guardians.

D. If there is concern that the pupil is, or other members of that family or other pupils are, at risk of significant harm, referral through the Area Child Protection Committee procedures must be considered.

E. Consider separating the pupils from the rest of the school, and each other, if more than one is involved.

F. Consider obtaining another adult in support of both the teacher dealing with the incident and the pupil, i.e. one adult not involved in the initial incident, per pupil.

EXAMPLE 1

A teacher at a secondary school had it brought to her attention that a fourteen year old girl had concealed an item in her bra. The teacher spoke to the girl and a bag of herbal substance was recovered. It was not immediately apparent to the teacher what this substance was, although another pupil did state that it was drugs.

The police Youth and Schools Unit was contacted for advice and immediately despatched an officer to the school. This officer identified the substance as cannabis and took possession of it.

An arrangement was made for the pupil to attend the local police station after school the following day with her parents. She admitted to knowing what the substance was and explained how she came to be in possession of it. She was 'reprimanded'.

As a result of the investigation, another pupil was subsequently arrested for supplying the drug to her.

NB: This example illustrates how schools can be expected to undertake some basic investigation before alerting the local police Youth and Schools Unit. However, once the police are involved it will be dealt with professionally and expeditiously, culminating in judicial disposal in accordance with the Crime and Disorder Act 1998.

G. Consider searching desks and lockers. If a pupil is considered to be in possession of an article or item relating to such an incident, they should be asked to voluntarily produce it. If the request to produce is refused, explain to him/her that the school's only option is to call police to carry out the search. Any forced search by staff could be interpreted as an assault and intimate physical searches must never be made. The police have search powers and will be able to assist.

H. If consent to produce is refused and police are called, an adult should remain with a pupil to be searched. This is to ensure no article is disposed of or hidden pending the search. Consider informing the parents and giving them an opportunity to be present. The officer must have credible evidence, not just rumour or suspicion, to support such a search. If a search is made, the officer must be of the same sex as the pupil.

I. Each article seized should be placed in a separate clear plastic bag or other similar receptacle and sealed, taking into account Health and Safety issues. Police evidence bags may be supplied locally to schools for that purpose, so that the article can be clearly seen. If the article is bulky or sharp, consider using a cardboard box or similar receptacle and similarly seal it. The seal should be signed with the signature, date and time and with the signature witnessed by another person present.

J. All seized articles should be stored in a safe or a locked cupboard until handed to police.

K. An accurate and factual record of each incident should be made by the initial teacher involved and any witnesses.

L. When investigating an incident, it is advisable for the teacher involved to cease any interview with a pupil suspected of committing a criminal offence, as soon as they decide police should be called to deal with it. Great care must be taken if written statements are taken from witnesses and suspects, particularly pupils, in order to avoid allegations of coercion.

EXAMPLE 2

Police officers from a response team arrested a pupil for a serious assault on a fellow pupil. The arresting officer, in the early stage of her probationary period, was keen to deal with the matter in order to gain experience.

She sought assistance of the school and the local police Youth and Schools Unit with obtaining a number of witness statements. The Unit arranged for the attendance of the parents (or teachers in their absence) to be present at the school whilst eight statements were taken, thus saving time for all concerned.

NB: This example illustrates the co-operation evident between the school, the Youth and Schools Unit and response officers.

M. In cases where a teacher has interviewed a pupil suspected of committing an offence, or a witness, details of this interview may be treated as evidence in any subsequent prosecution. A record of these interviews **must** be made. Such a record may be subsequently considered to be of evidential value, should the offender be prosecuted. This retained material, although it may not be used as evidence, may at a later stage be revealed to the defence as having some bearing on the case. He/she may subsequently be called as a witness and be required to give evidence.

N. Total confidentiality cannot be offered. Pupils should be told who else will be informed and why.

EXAMPLE 3

A head teacher at a secondary school suspected that two of his pupils had been smoking cannabis during their lunch break. This head teacher spoke to the boys and they admitted this behaviour.

The local police Youth and Schools Unit was contacted and advised that arrest of these pupils was inappropriate because they no longer had cannabis in their possession when challenged.

These pupils were dealt with in accordance with the school's disciplinary code.

It was agreed that the school could make an offer to the parents to speak with members of the Youth and Schools Unit in relation to the potential criminal consequences of the behaviour of these pupils.

The local Youth Offending Team was also informed of this incident.

NB: This example illustrates how the Youth and Schools Unit are able to give advice and offer support to the school and parents. There are also opportunities for other professionals to engage with the school, these pupils and their parents. However, school discipline is always at the discretion of the head teacher.

4.2. Each incident that occurs offers that school an opportunity to review its relevant policies and procedures.

4.3. Whilst some serious incidents leave no alternative but the exclusion of pupils, either for a fixed period or permanently, schools should take into account the guidelines outlined in the DfEE Circular

(3) and subsequent guidelines (9). This latter document states that ‘..... *excluded pupils are at greater risk of being drawn into criminal activities*’.

4.4. In all incidents of crime and anti-social behaviour, consider contacting the **named** local police officer(s) and/or the local Youth Offending Team.

Specific Incidents

5.1. In addition to the above recommended procedure, guidelines relating to specific incidents, are outlined below:

(I) Drugs

5.2. DfEE Circular 4/95 (10) advises ‘*the Secretary of State would expect the police to be informed when illegal drugs are found on a pupil or **on school premises***’. It further states that ‘*where a teacher is told, or is aware, of possible criminal activity **outside school premises**, the Secretary of State would also expect the police to be informed in the interests of safeguarding the health and safety of young people in the area*’.

5.3. Supplementary DfEE advice (11) reiterates the above comments and adds ‘*the degree and form of police involvement is best determined through close consultation with the local force at the stage of policy development*’.

5.4. For the purpose of these guidelines, **drugs** include controlled (illegal) drugs, such as cocaine, crack, heroin, LSD, magic mushrooms, Ecstasy, amphetamine, cannabis, steroids and unauthorised prescription medicines if they are supplied.

5.5. Advice can also be sought from police on incidents involving substances not covered by the Misuse of Drugs Act 1971, i.e. tobacco, alcohol, volatile substances (solvents) and medicines.

5.6. Incidents in schools involving illegal drugs may fall into one of the following categories:

1. Drugs/associated paraphernalia are found on school premises.
2. A pupil is found in possession of drugs/associated paraphernalia.
3. A pupil is found to be dealing in drugs on school premises or during the school day.
4. A teacher suspects a pupil of being under the influence of drugs.
5. A teacher has information the supply of or sales of alcohol/cigarettes/volatile substances/illegal substances are taking place in the local area.
6. A school wishes to inform police of a drug-related incident that has been resolved internally.
7. A pupil discloses their drug misuse; their parents/carers/relatives are misusing/selling drugs; their friends are misusing/selling drugs.

5.7. The law permits school staff to take temporary possession of a substance suspected of being a controlled drug for the purposes of protecting a pupil from harm and to prevent an offence being committed in relation to that drug. The law requires any illegal substances seized in this manner to be either destroyed or handed to police **without delay**. Once seized, controlled drugs can only be stored lawfully by the police. Schools should also be aware of the possible contravention of the Environmental Protection Act 1990 when considering the destruction of substances, e.g. releasing substances into the environment that are capable of causing harm. Flushing controlled drugs down the toilet could cause water pollution.

NB If parents/carers wish to appeal against school discipline decisions, any substance seized may be required to be sent for analysis by their legal representative. This factor should therefore be taken into account before destroying substances.

5.8. Under Section 8 Misuse of Drugs Act 1971 it is an offence for someone concerned in the management of any premises to **knowingly** permit the production or supply of certain controlled drugs or administering or using a controlled drug which is unlawfully in any person’s possession.

(II) Criminal Damage

5.9. Accurately record details of the damage found and consider photographing it.

5.10. Seize any article suspected of being used to cause the damage and follow the procedure outlined under 'Recommended Procedures for Schools' above.

(III) Offensive Weapons

5.11. The Offensive Weapons Act 1996 makes it a criminal offence to possess an offensive weapon or knife on school premises (12). Any article suspected of being an offensive weapon should be seized and the 'Recommended Procedures for Schools' followed.

(IV) Assault (including of a sexual or bullying nature); Theft; Robbery

5.12. Offer and seek medical advice and assistance if necessary.

5.13. Accurately record the extent of the injuries and marks.

(V) Harassment; Race and Hate

5.14. Appendix A outlines the range of offences that can be committed. Additionally, the Education Act 1996, section 547, outlines a range of offences that can be committed on school premises, relating to trespass and disorderly behaviour.

5.15. Offer and seek medical advice and assistance if necessary.

5.16. Accurately record the extent of the injuries and marks.

5.17. Seize any article suspected of being used in the incident and follow the procedure outlined under 'Recommended Procedures for Schools' above.

NB: Bullying, in any form, is unacceptable. It can quickly escalate into criminal behaviour.

EXAMPLE 4

A pupil was bullied in school throughout Year 10 and into Year 11. Following police discussions with the pupil, his parents and the school, the new powers under the Protection from Harassment Act 1997 were used. The four bullies were given the necessary warning, which precedes any prosecution. This action has led to no recurrence.

NB: This example illustrates close co-operation between the parents of a victim, the school and police. It also highlights the effective use of legislation.

Third Party Reporting

5.18. Guidelines have been produced following a review of the recommendations in the Steven Lawrence Enquiry, one of which challenges police to remove the requirement for crime and incidents to be reported directly to the police (13). Schools, if willing, are considered to be valuable partners in these multi-agency third party reporting initiatives.

References

- (1) 'Guidelines to Police Involvement in Drug Related Incidents in Schools', published by the MPS in 1996.
- (2) 'Tackling Drugs to Build a Better Britain' - The Government's 10 Year Strategy for Tackling Drug Misuse', published in 1998.
- (3) DfEE Circular 10/99 - Social Inclusion: Pupil Support.
- (4) Police Notice 1 of 38/99 - Offences Committed by Pupils whilst at School: Police Action.
- (5) School Security: Dealing with Troublemakers, published by the Home Office and DfEE in 1997.

- (6) Together We Can Tackle It, published by the Home Office and the DfES in 2001.
- (7) Crime and Disorder Act 1998.
- (8) Special Police Notice 11-00 of 26.5.2000.
- (9) The Right Responses: Managing and Making Policy for Drug Related Incidents in Schools, published by SCODA and the DfEE in 1999.
- (10) DfEE Circular 4/95 - Drug Prevention and Schools.
- (11) Protecting Young People: Good Practice in Drug Education in Schools and the Youth Service, published by the DfEE in 1998.
- (12) Offensive Weapons Act 1996, section 4.
- (13) Third Party Crime Reporting: A Guide to New Ways of Reporting Hate Crime, published by the Metropolitan Police Service in September 2000.

Appendix A

Race Crime

The following is an extract from 'Identifying and Combating Hate Crime published by the Association of Chief Police Officers (ACPO).

The Armoury - Race Crime

OFFENCE	POLICE POWERS
<p>GBH - Grievous Bodily Harm <i>s.20 Offences Against the Person Act 1861</i> Unlawfully and maliciously wound or inflict GBH. 5 years imprisonment, on indictment</p>	<p>Crime and Disorder Act 1998 s.29 Racially aggravated - add 2 years <i>Arrestable - s.24 PACE</i></p>
<p>ABH - Actual Bodily Harm <i>s.47 Offences Against the Person Act 1861</i> Hurt or injury calculated to interfere with the health, including shock and psychological harm. 5 years imprisonment, on indictment</p>	<p>Crime and Disorder Act 1998 s.29 Racially aggravated - add 2 years <i>Arrestable - s.24 PACE</i></p>
<p>Common Assault <i>s.39 Criminal Justice Act 1988</i> <i>Investigate possibility of psychological injury</i> Injury non-existent or negligible. 6 months imprisonment, summary</p>	<p>Crime and Disorder Act 1998 s.29 Racially aggravated - 2 years imprisonment <i>No definite arrest power</i></p>
<p>Fear or Provocation of Violence <i>s.4 Public Order Act 1986</i> a) Threatening words/behaviour b) Distributes/displays writing/sign visible representation intends or does put person in fear of immediate violence. 6 months imprisonment, summary</p>	<p>Crime and Disorder Act 1998 s.31 Racially aggravated - 2 years imprisonment <i>Power of Arrest - s.31 CDA, if found committing</i></p>
<p>Intentional Harassment, Alarm or Distress <i>s.4A Public Order Act 1986</i> <i>(Inserted by s154 Criminal Justice and Public Order Act 1994)</i> a) Threatening words/behaviour b) Distributes/displays writing/sign visible representation intends and causes person harassment, alarm, distress. 6 months imprisonment, summary (no prior warning required)</p>	<p>Crime and Disorder Act 1998 s.31 Racially aggravated - 2 years imprisonment <i>Power of Arrest - s.31 CDA, if found committing</i></p>
<p>Harassment, Alarm or Distress <i>s.5 Public Order Act 1986</i> a)Threatening words/behaviour b) Distributes/displays writing/sign visible representation within sight or hearing of person likely to be caused harassment alarm or distress. 6 months imprisonment, summary (warning required for s.5)</p>	<p>Crime and Disorder Act 1998 s.31 Racially aggravated - £1,000 to £2,500 <i>Power of Arrest - s.31 CDA, if found committing</i></p>

Harassment

s.2 Protection from Harassment Act 1997
Originally 'Stalking' now added racial aggravation
6 months imprisonment, summary

Putting People in Fear of Violence

s.4 Protection from Harassment Act 1997
5 years imprisonment, on indictment

Criminal Damage

s.1(1) Criminal Damage Act 1971
Without lawful excuse destroys/damages of another -
intentional or reckless.
10 years imprisonment, on indictment

Racial Hatred

s.17-23 Public Order Act 1986
s.18 Uses word/behaviour
s.19 Publishes/distributes written material
s.23 Possesses written, visual or sound material
s.20/1 Distributes/shows/plays recording of visual image or
sound
s.20 Presents public performance
**which are threatening, abusive or insulting intending to
stir up racial hatred or it is likely to be stirred up.**

Crime and Disorder Act 1998

s.32
Racially aggravated - 2 years
imprisonment
Arrestable - s.24 PACE

Crime and Disorder Act 1998 s.32(1b)

Racially aggravated - 7 years
imprisonment
Arrestable - s.24 PACE

Crime and Disorder Act 1998

s.30
Racially aggravated - add 4 years
Arrestable - s.24 PACE

s.18 Arrestable - Public Order Act 1986
s.19 Arrestable - s.24 PACE

POLICE RESPONSE TO INCIDENTS
IN SCHOOLS

OUR POLICE CONTACT IS:

NAME

POLICE STATION.....

ADDRESS

.....

.....

.....

.....

TEL. NO.

MOBILE NO.

PAGER NO.

Please photocopy, complete and disseminate accordingly. You may also wish to display it for the benefit of all staff.