

COLLEGE CHECKLIST – DEALING WITH SERIOUS YOUTH VIOLENCE AND GANGS

| Possible Interventions | | In place | In progress | Nothing yet | Not applicable |
|------------------------|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | Management and Leadership | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | a) Ensure the governing body and the leadership team are briefed and fully understand the issues surrounding gangs and serious youth violence (SYV). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | b) Hold training sessions and/or workshops utilising internal and external resources to guide and inform the governing body and the leadership team. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | c) The governing body and leadership team to take the lead in contacting and fostering good relations at a strategic level with relevant external agencies, both statutory and voluntary. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | d) Encourage strong staff representation in community organisations; contribute to these with the provision of speakers and facilities such as rooms for meetings and activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | e) Use local information and intelligence to identify particular risks and guide the decision making process. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | f) Appoint a senior member of staff responsible for managing, monitoring and reviewing the College Gang and SYV strategy, policy, procedures and any protocols /agreements with external partners. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | g) Ensure that the appointed senior member of staff becomes known to the relevant external partners. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| 2 | Policies and Procedures | | | | |
| | a) Develop policies, procedures and/or codes of conduct relating to Gang and SYV issues, to cover I – VII below:- | | | | |
| | I. Anti-harassment and bullying | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | II. Discipline and code of conduct | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | III. Attendance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | IV. Exclusions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | V. Physical security | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | VI. Weapons and illegal drug possession and use | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | VII. Searches for prohibited items | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | VIII. Equality and diversity – respect | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Ensure the policies, procedures and/or codes of conduct are regularly updated and reviewed, especially important after an incident; consult with partners as appropriate. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| c) Develop a PR and communications strategy acknowledging the College Gang and SYV stance as a positive preventative measure under the ‘Safeguarding’ or ‘Respect for All’ agendas. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| d) Focus policies on community cohesion, working with other agencies and promoting the College as a safe haven and centre for learning and force for good. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

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| | e) Ensure that training (including refresher training) and or briefing sessions are provided to members of staff who interact closely with students, not just security personnel, in regard to the relevant policies and procedures in dealing with Gang and SYV issues. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Managing Information | | | | |
| | a) Use community intelligence networks, both formal and informal, to gather information on Gang and SYV issues. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | b) Use existing College incident reporting procedures to record and collate information, including using staff-student liaison at all levels to gather information and intelligence from students, about the membership, profile and activities of local gangs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | c) Put in place a formal system within the College to manage and review this information to act on it as appropriate especially at critical times to help identify and prevent actual or potential problems. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | d) Consider existing resources for recording and storing information such as the personal learning plan section of 'Moodle'. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | e) Make sure staff are briefed regularly on any Gang and SYV issues including community tensions, incidents, gang culture, language, graffiti, signs to look out for etc. The local police Safer Neighbourhood Team (SNT) may be able to help. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | f) Consider a password protected intranet site on the College IT system for staff members to access and self-brief on Gang and SYV issues; may also be used as part of a wider incident or information reporting system. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g) Develop protocols for sharing information with external partners, including the police, to ensure that students who are at risk are given appropriate support. Some Colleges have formalised written agreements with their police SNT, Youth Offending Team (YOT) and Local Authority (LA) on data and information sharing. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

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| | h) Examples of information sharing currently taking place with the police include: attendance rates, exclusions, criminal records, gang affiliations and the extent of an individual's involvement, photographs for ID purposes, local incidents. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | i) Ask the police to compile a list of students at the College at risk of gang affiliation and use this to intervene on an individual basis. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | j) Consider using a confidential phone line to gather information. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | Managing transition between School and College | | | | |
| | a) Establish links with secondary schools to identify individuals at risk of involvement in Gang and SYV to support their transition between school and College. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | b) Visit partner schools to elicit better quality information about individuals at risk. This may be better managed once a student has completed the enrolment process and been accepted or even started studying at an institution due to students often enrolling at multiple institutions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | c) Have members of staff visit secondary schools to give talks to reinforce the College policies such as zero tolerance, student codes of conduct and to promote the safeguarding agenda. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | d) Work with the careers service to target those young people not in employment, education or training (NEET) for particular attention and support. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | e) Invite local school pupils to take part in College 'gang awareness' events, including making use of local community initiatives, theatre groups and the skills of Creative Arts students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| | f) Address the issue of gang activity and sexual exploitation and sexual initiation; consider using community resources such as charities specialising in this area. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | g) Use student 'ambassadors' trained by the College to positively inform, support and influence potential College students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | h) Utilise a case conference approach to individuals' assessment of needs, involve partners as appropriate. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Enrolment and Induction | | | | |
| | a) Have knowledgeable 'Gang and SYV aware' members of staff present at enrolment to look for signs of gang activity such as students arriving in groups, clothing and gang distinguishing marks and paraphernalia. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | b) Use forms inviting self declaration of previous convictions and even gang affiliations with a view to early intervention measures. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | c) Establish possible sibling links between new students and past students known to have had gang affiliations, where threats and reprisals might be involved. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | d) Consider making student places provisional until all students have had a one to one interview early on in the academic year, when any gang related issues can be explored and addressed. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | e) Ensure that student induction sessions reinforce the College position on gang membership and SYV and its clear behavioural standards and boundaries. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | f) Use influential community speakers to get across key messages at induction sessions and supply leaflets and handbooks. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| | g) Have students sign up to behavioural contracts at the induction stage. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | h) Make sure that new students know which members of staff to speak to and report gang related activity and any other reporting measures, i.e. confidential telephone line etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | i) Take a robust and zero tolerant position with any gang-related activity that shows itself, especially with new students, to reinforce the College position. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Physical Security Measures and Security Staff | | | | | |
| 6 | a) As appropriate to the local situation implement physical security measures to enhance the feeling of security and deter gang activity and violence. These may include measures such as I – VII below:- | | | | |
| | I. Picture ID passes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | II. Effective perimeter fencing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | III. Secure entrances / turnstiles | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | IV. CCTV coverage | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | V. Random ID checks | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | VI. Knife arches | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | VII. Searches for prohibited items | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| | b) Consider using The College Security Assessment Model developed by the Metropolitan Police as part of Operation Trident to reduce the incidence and fear of weapons carrying in Colleges. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | c) When possible directly employ security staff from the local community and on permanent contracts to enable continuity and a return on investment in training. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | d) Ensure that security staff are trained in building positive relationships with students so that students are confident to approach security staff with concerns about gang related activity. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | e) Give security staff access to the student reporting and information systems. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | f) Encourage active patrolling and being alert to the signs of gang activity and non-students and ex-students on campus. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | | | | |
| 7 | Working with External Partners | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | a) Invite the Inspector or Chief Inspector leading the local police SNTs to sit on the College Governing Body. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | b) Aim to develop as part of the Gang and SYV strategy a close working relationship with local police to raise awareness of the issues. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | c) If local circumstances warrant it consider negotiating terms with the Borough Police Commander for a police officer to be attached to the College on a part-time or full-time basis. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | d) Encourage a visible police presence by giving up an office for the SNT to operate out of or hold police surgeries for the College community. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | e) Invite police officers and Police Community Support Officers (PCSOs) to use the College facilities and mix with students in eg restaurant and leisure facilities or attend events, student parliament meetings and other enrichment activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| f) | Use the educational resources that can be provided by other organisations and voluntary groups. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g) | Share information and agree a protocol for this (see 3. g to i). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h) | Work with the police SNT to address specific concerns by implementing joint operations in the College to meet specific threats such as screening and searching for weapons and illegal substances. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i) | Make contact with British Transport Police in regard to known Gang and SYV problem areas on the transport infrastructure that may affect students travelling to and from the College and share information. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j) | Improve knowledge and understanding of the work of key statutory agencies and what they are doing to deal with gangs and SYV by joint workshops and attendance at each other's workshops. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k) | Use multi-agency groups to discuss ways of preventing and tackling gang problems, for example these groups may consist of I – VII below:- | | | | |
| | I. Police | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | II. Local Authorities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | III. Schools | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | IV. Youth Offending Teams | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | V. Connexions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | VI. The voluntary sector | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| | VII. Community Groups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | j) Develop protocols with other agencies where the sharing of data and information can be seen to be mutually beneficial in addressing Gang and SYV activity. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | | | | |
| 8 | Working with Students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | a) Engage directly with students and show that concerns regarding Gang and SYV will be responded to. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | b) Develop a student-centred curriculum, both inside and outside the classroom that is designed to manage behaviour, integrating information and discussion on Gang and SYV issues. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | c) Integrate information and discussion on Gang and SYV issues into the official curriculum whenever possible and into tutorials. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | d) Make use of student representatives on all committees, especially those dealing with safety and security issues. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | e) Provide extra-curricular activities made relevant to Gang and SYV issues; these can include drama workshops, or sports related activities led by role models. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | f) Provide facilities such as sports for students outside College opening times. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | g) Arrange student workshops with guest speakers from the local community who are positive role models who can reinforce the anti- Gang and SYV agenda. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | h) Offer mentoring to those who need it using professionals and / or trained College staff and student mentors. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| | i) Offer short courses on equality and diversity, conflict resolution, and personal safety. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | j) Consider 'Managed Move' agreements with other Colleges by referring difficult students to try and keep them in education. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | Members of Staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | a) Where possible, recruit staff, including both teaching and support staff, from the local community and reflecting its diversity. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | b) Brief staff members regularly on any Gang and SYV issues including community tensions, incidents, gang culture, language, graffiti, signs to look out for etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | c) Provide regular training (including refresher training) for staff in Gang and SYV relevant skills, these might include I – VII below:- | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | I. Understanding gang culture, signs, community tensions etc | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | II. Knife and weapon awareness | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | III. Safe searching | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | IV. Incident handling | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | V. Conflict resolution and physical intervention skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | VI. Anger and behaviour management | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | VII. Legal issues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| | d) Gain acceptance from staff that they have a responsibility for responding to Gang and SYV issues within defined limits. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | e) Provide support, counselling and guidance to staff that are affected by Gang and SYV incidents. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Incident Handling | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | a) Establish a clear and well-known chain of command for responding to Gang and SYV incidents. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | b) Have available each day a Duty Principal who is trained and confident in responding to incidents relating to Gang and SYV issues. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | c) Discuss with the local SNT when it would be appropriate to call the police to deal with incidents and/or to defuse tense situations on campus. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | d) Ensure that there is a clear procedure and it is known to all staff. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | e) Involve the police in the planning of the initial response procedures and then other partners for post incident and follow-up considerations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | f) Formulate an 'Armed Hostile Intruder Plan' to include lockdown procedures. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | g) Review the procedures regularly and re-visit after a critical incident to see if lessons can be learned, involve the police and other partners if appropriate. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | h) Provide practical support to students threatened by gang activity in or out of College such as finding alternative means of transport, escorting students to different transport hubs. In some circumstances Colleges have provided mini buses | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Acknowledgements

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The project was carried out by Peter Smith of Status Training.

Any queries about the Checklist or the project should be directed to Kate Anderson, Regional Director, AoC London Region office, kate.anderson@aac.co.uk

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