

THE TUTOR POLICE

On December 16, 2022, the Armilla City Council, TOWN OF Granada, Spain, , together with the Local Police Headquarters, officially presented the creation of the "Police Tutor" figure.

To implement this approach at high school of that town called “Luis Bueno Crespo”, a series of meetings are held with the school counselor, where several interventions are proposed. In the school, one of the problems related to coexistence is directly linked to expulsions, as they are seen as a reward by some students.

Therefore, in the search for solutions, a plan was developed to replace home suspensions with socio-educational tasks in collaboration with the Local Police and the Local Volunteer Group of Civil Protection.

The Police Tutor conducts daily monitoring of the minor, recording the attitude, willingness, punctuality, and interest of the expelled student, which is attached to the final report.

Recipients:

The recipients would be those students who, after receiving different sanctions and attending the school's coexistence classroom, fail to achieve satisfactory results and are at risk.

The objectives of this alternative sanction are:

- **Objective 1:** To allow the student to continue their educational process by performing tasks corresponding to the period of suspension.
- **Objective 2:** To provide firsthand knowledge of the legal risks associated with inappropriate behavior.

- **Objective 3:** To make the student reflect on the social situation of disadvantaged individuals and value their own situation.
- **Objective 4:** To make the student feel useful and understand that there are more options for living together and in a healthy manner.

Procedure:

A procedure was established, and various documents were prepared by both the school (IES) and the Local Police Headquarters. The steps of the procedure are as follows:

- Detection of students: The counselor conducts interviews with the student, tutor, teaching staff, head of studies, and family.
- Presentation of the case and decision-making to the Local Police by the counselor.
- Interviews and agreements: involving the student, family, Police Tutor, counselor, and head of studies.

Thus, the school fulfills all the necessary requirements (documents culminating in a commitment agreement signed by all parties involved, with the consent of parents and the expelled minor), specifying the duration of the suspension and attaching the educational tasks proposed by the teaching staff to be carried out during that period.

Interdisciplinarity:

To carry out this project, collaboration and the creation of a working team involving different organizations (the school, Food Bank, Civil Protection, and Local Police) were necessary, with a clear and defined objective: replacing the "easy" suspensions with socio-educational tasks

and attempting to make "troubled" students aware of their poor school behavior and redirect their educational and personal progress.

Interaction with the tutor:

The socio-educational tasks are performed during school hours, with a proposed duration of 5 days in the selected cases. Four of these days take place in the facilities of the Local Police, and the fifth day involves performing other tasks in the Social Services building.

At the beginning of each day, the minor signs a control sheet indicating the entry and exit times. Initially, the assigned school tasks given by the teachers are carried out. The minor is supervised at all times by the Police Tutor and the head of Civil Protection.

During the time dedicated to the tasks, the Police Tutor engages in conversations with the minor about the reason for the expulsion and its consequences, reinforcing and promoting their skills, and reflecting on their attitude. Whenever possible, they share "break time" with the service agents and engage in relaxed conversations with them.

Once the school tasks are completed, cleaning duties are assigned to the minor, such as police vehicle cleaning, facility cleaning, garage cleaning, outdoor courtyard maintenance, organizing files, putting up signage, or assisting with administrative work.

Conclusion of the project:

On the last day of the week, collaboration takes place with Social Services and the Food Bank, sorting and distributing aid to vulnerable families. On the final day of the suspension, the students write a composition where they express their impressions and experiences during their time in the different departments/areas, emphasizing both positive and negative aspects. They are also asked to reflect on whether this experience has contributed to their personal growth and helped them reconsider their behavior.

Involvement with the program:

On the other hand, the functioning of the Volunteer Group of Civil Protection was explained with the aim of encouraging the expelled minors to become volunteers in the association, and this has been accomplished.

Regarding the training as volunteers in the Group, it is the responsibility of the Civil Protection headquarters, which has been highly involved in the project.

Close contact is maintained with the school counselor to provide updates on the weekly progress and the student's evolution. In some cases, the head of studies is also informed in more detail, evaluating the minor's attitude during their commitment to the socio-educational tasks. A report is submitted to the school.

Since the program's inception until now, several minors have benefited from the program, and an improvement in their academic performance has been observed. Additionally, collaboration with the Volunteer Group of Civil Protection has continued, with this collaboration being a secondary but significant element in their formation.
