

Tilley Award 2005

Application form

The following form must be completed in full. Failure to do so will result in disqualification from the competition.

Please send completed application forms to Tricia Perkins at
patricia.perkins@homeoffice.gsi.gov.uk

All entries must be received by noon on the 29 April 2005. Entries received after that date will not be accepted under any circumstances. Any queries on the application process should be directed to Tricia Perkins on 0207 035 0262.

1. Details of application

Title of the project
Operation Adhere

Name of force/agency/CDRP:
Lancashire Constabulary

Name of one contact person with position/rank (this should be one of the authors):
PC Steve Higgs

Email address:
Steven.Higgs@lancashire.pnn.police.uk

Full postal address:
**St Annes Police Station
St Andrews Road North, St Annes, FY8 2JF**

Telephone number:
Telephone: 01253-604697

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Fax: 01253-604606

Name of endorsing senior representatives(s)

Julia Hodson

Position and rank of endorsing senior representatives(s)

Acting Deputy Chief Constable

Full address of endorsing senior representatives(s)
**Lancashire Constabulary Headquarters
PO Box 77,
Hutton,
Preston,
PR4 5SB**

2. Summary of application

In no more than 400 words please use this space to describe your project. Include details of the problem that was addressed a description of the initiative, the main intervention principles and what they were designed to achieve, the main outcomes of project particularly in relation to the problem, evidence was used in designing the programme and how the project is evaluated.

Head teachers in the St Annes area of the division highlighted concerns about lack of drugs education and misunderstanding of the issues by ten and eleven year olds.

Although there is high profile enforcement with NIMROD and Affront and treatment through Tower, there is nothing to address education of the issues.

This is also an area of significant concern to the community and the Fylde Community Safety Partnership also aims to target drug and alcohol misuse.

It was therefore logical to devise an intervention programme in schools which addresses all issues identified through the analysis whilst being proportionate i.e. get the message across without scaring the children.

In consultation with the Head and Governors of Mayfield School a role-play scenario was devised and a pre-planned lesson organised for year 6 pupils, which involved an open discussion regarding drugs and the subsequent arrest of a pupil.

At each stage of the role-play the correct location is used to make the scenarios realistic for the pupils. In addition all classmates of the arrested child were unaware of the pretence.

This role-play intervention has been conducted on numerous occasions and at the end of each day questionnaires are answered by the pupils, giving constructive feedback on the day. This allows officers to evaluate and modify and also shows the degree of learning from the day.

Without exception the children answered that they would think twice before taking drugs. There was also underlying feedback that it was fun and they enjoyed the day. In addition teachers provide supplementary lessons to support the impact. We gain vital information about the effectiveness of the programme from these as the children expressed their thoughts in their own words. The OFSTED inspection at one of the schools has highlighted the initiative as best practice

The input for 35 children costs £160. In comparison each Tower clients' costs £500 per week and currently Tower has in excess of 150 clients. The costs so far have been £78,000 for three years per client. £11million £700 thousand to date.

There are at present 27 classes across the Fylde in total so the cost to speak to every school child in year six will amount to £4320 pa. The intention is to deliver the programme as a yearly rolling process and to continue tracking youths over future years.

3. Description of project

Describe the project following the guidance above in no more than 4000 words

Background to the problem

Improved relationships through PACT (Police and Communities Together) with local primary schools highlighted concerns by Head teachers with regard to the lack of provision of drugs education and misunderstanding of the issues by year six i.e. ten and eleven year olds.

Drugs is a priority for the division in 2005 and although there is high profile enforcement activity with NIMROD and Affront and treatment provision through Tower there is nothing to address education of the issues and it is important to intervene at an age whereby we have some chance of impacting on the problem long term.

This is also an area of significant concern to the community as the genteel area has a high proportion of older residents who are often disproportionately fearful of crime and its consequences. The Fylde Community Safety Partnership also aims to target drug and alcohol misuse, which has a wide-ranging impact on the quality of life of communities. It is seen in the Fylde area as a central causative factor in crime. Drug and alcohol activity brings with it a significant level of violence and anti-social behaviour and impacts not only on the individual directly involved but also their family and wider community.

Parents also highlighted the problem and their concerns for their children after high profile media coverage of arrests for drug dealing at two major secondary schools in the area.

Objectives of the project

It was therefore logical to target children of school age in order to make them aware of the consequences of drug misuse with regard to health, society, their education, family and consequences.

To do this Community Beat Officers aimed to increase inputs into schools and with families and to engage with children at earlier age in order to achieve the objectives and reassure communities that measures were being taken across the board including both enforcement and prevention activities.

The initiative would be deemed successful if children in the target age group took the message on board and with them to high school where they are likely to come under pressure from older children to experiment with drugs

In order to assess the impact of the initiative the following success criteria were identified;

- Verbal and written Feedback from teachers, pupils, parents and other agencies.
- One to one meetings with the head teacher to critically evaluate the exercise.
- If the message is understood -Completion of the questionnaire by pupils.



- A debriefing question and answer session after the event.
- Levels of media coverage to raise awareness of the problem on a wider scale

Analysis

Head teachers have made officers aware that there is misinformation relating to drugs amongst the children and their peer group especially among year five and six. Teachers also felt their grasp of issues relating to drugs was inadequate and they were therefore unable to deliver any input to the children. Lack of knowledge regarding drugs was also highlighted as a problem by parents, the Youth Offending team and children themselves, especially year six, 10 to 11 year olds who are the age group due to progress to high school.

Also when children were moving up to high school Choices Drugs Awareness programmes were no longer being delivered by Youth Involvement officers due to a change in policy. A new county wide Choices package is being discussed at present but again will probably only be rolled out to high schools.

There are concerns with media coverage amongst head teachers. On two occasions in the last year arrests have been made for drug dealing in secondary schools. This causes parents concern and to ask what schools are doing to tackle the problem.

There is also a general lack of accurate and user-friendly information relating to drugs which targets the younger age groups including a lack of information about changes to legislation about cannabis. This makes it difficult for schools to provide input even if they felt confident of doing so.

There is a perception, which is in part based on fact in the Fylde area that drugs are a main causative factor in crime. Drug and alcohol activity brings with it a significant level of violence and anti-social behaviour and impacts not only on the individual directly involved but also their family and wider community.

Often older members of the community perceives kids hanging about on street corners as being 'druggies' and are not able to distinguish between alcohol and drugs.

All the agencies that have a stake in this problem have been consulted and involved and include;

- Fylde Community Safety Partnership
- Youth Involvement
- Police
- Schools/Education Authority
- Parents
- School children
- Media
- Judicial system including Magistrates



Children at a younger age are increasingly aware of illegal drugs. However due to the lack of information their decision making process can be flawed, leading to inappropriate experimentation with drugs. Mixed messages are confusing their ability to say no. They also lack understanding about the potential consequences surrounding being caught and both the short and long term impact on their lives.

Reliable information and information sources were used to analyse the problem including a review of police CRS logs and performance indicators with regard to drugs in the area.

Drugs Action Teams going into schools give the message that if you are going to do drugs do them safely and this is not the message teachers or parents want delivered.

Proposal

It was therefore logical to devise an intervention programme which would address all issues identified through the analysis whilst being proportionate ie get the message across without scaring the children.

The programme needed to address, legal and illegal substances, consequences of taking the drugs with regard to health, their own education, their family and community. Consequences of addiction including long term issues regarding cost, health and criminal activity to fund their addiction.

It also needed to look at the consequences of breaking the law and the possibility of a jail term and the subsequent impact on university or / and employment prospects for the individual.

Response to the problem

It was decided to adopt a role-play scenario for the first intervention in consultation with the Head of School and Governors at Mayfield Primary School. This was because they advised that standing in front preaching at the children did not make an impact and was forgotten almost immediately, whereas if the children are involved in the learning process they retain the information in more detail and for longer periods of time.

A pre-planned lesson was organised for year 6 pupils, which involved an open discussion with the children regarding drugs and subsequent arrest of a pupil.

At each stage of the role-play the correct location is used i.e. a real cell in a real custody suite, a real courtroom, real magistrates etc. In this way the scenarios will be as realistic as possible for the pupils. In addition all classmates of the arrested child were unaware of the pretence.

The discussion that takes place in the classroom prior to the arrest of the child addresses the differences between legal and illegal substance and addiction. The talk also looks at the fact that whether a drug is legal or illegal it nevertheless has the potential to be highly addictive.



At the outset the school identifies a willing pupil to take part in the role play and the evening before this pupil and their parent or guardian receives a visit from the PC Steve Higgs to go through the events of the following day to ensure that the child understands exactly what is going to happen and that they and their parents are happy to proceed. This takes place the night before so that there is no opportunity to discuss what will happen with other classmates.

This willing participant has a controlled substance planted on their chair, which is found by another officer (with a police dog when available). PC Steve Higgs provides a running commentary on the events throughout the day. The arrested child is then conveyed to Lytham Police Station where they are processed. They are interviewed, placed in a cell, charged, a photo taken and finally produced for a full court trial in Lytham Magistrates court. This is done in front of all their classmates who are at no time told that this isn't for real.

The willing participant is always escorted through the whole scenario by a parent or nominated guardian to ensure their emotional welfare.

Youth services assist with transport and police officers play the roles of custody staff, defence and prosecution. Proper Magistrates sit on the Bench. The willing child is found guilty at the culmination of the trial and sentenced to a term of imprisonment.

What happens then is that the magistrate says 'Take him/her Down' to conclude the role play. Following the court trial and whilst all schoolchildren are still sat in court, a question and answer discussion takes place where the topic of the impact of drug taking takes place.

The Community Safety Partnership provided funding for folders, pencil cases and pens to reinforce lessons learnt.

Active involvement by all the agencies including youth services, schools and magistrates is the only way that sufficient resources can be mobilised to achieve the aim and learning objectives of the day. Each input is planned with the co-operation and involvement of all partners and with minimal cost.

Evaluation of the intervention

Parents have been more supportive of the intervention programme than anticipated. Schools and the questionnaires have proved to be very positive.

As we have taken the programme to other schools this feedback has been corroborated.

Media coverage of the programme has been extensive locally and also covered regionally by Granada Reports and BBC North West who visited one event with a film crew. Local press have covered three of the events.



There is no option to transfer delivery of the programme to schools or other agencies as the role play requires a degree of specialism and would not be as Impactive without police and other official bodies being present. The programme could be implemented at any other school in the country with the same effect.

This role-play intervention has been conducted on numerous occasions and at the end of each day questionnaires are answered by the pupils giving constructive feedback on the day. This serves two purposes, it allows officer to evaluate and modify if necessary and also shows the degree of learning from the day.

The objective was to educate the children by involving them in a realistic scenario. The debriefing showed increased understanding. Feedback forms showed an increased understanding of the dangers and impact of drugs not only on them but also their friends and family.

The scheme has attracted publicity from Granada and BBC news who screened the event on television and were inundated with letters/emails of support from the wider community.

The children sent letters to the police, thanking them for the excellent and informative day.

Due to the positive response amongst the schools so far the initiative is being run amongst all the schools in the Fylde and other divisions have expressed an interest. At one school the OFSTED inspectors highlighted the initiative as best practice in the inspection report.

The Questionnaires

The children were asked various questions such as;

“What lessons have you learned about drugs” and “Is what happened to the child what you expected?” we also asked “Do you feel the exercise could be improved in any way.” Mostly importantly if the exercise would make them think twice before taking drugs.

Without exception the children answered that they would think twice before taking drugs. There was also some comment about the length of the jail sentence and they were surprised at the harshness of the punishment. There was also underlying feedback that it was fun and they enjoyed the day. The participating pupil also in many cases said they were genuinely scared.

In addition teachers provide supplementary lessons to support the impact. These lessons often include drawing and writing letters to PC Steve Higgs. We can also gain vital information about the effectiveness of the programme from these as the children expressed their thought in their own words.

At the end of the exercise a meeting is held with Head teachers to evaluate their thoughts on the day. Parents when



consulted after the event are without exception supportive.

The extensive media coverage has raised awareness of the problem on a wider scale and Granada Reports have been inundated with e-mails saying that the intervention is a good idea.

In the short term the intervention has made a significant impact on audiences and the experience of Head teachers and staff indicates that it will be recalled when pupils are faced with making choices about drugs.

Thanks to funding provided by the Fylde Community safety Partnership all children are given a state of the art ruler/calculator to take to senior school with them with the key message printed clearly "Calculate the risks – say no to drugs". This can be used as a practical item. This intention is that every child in year six in the Geographic area will have been part of the programme and received one of these rulers to take to high school. This will remind children of the day.

It is planned to run the programme on a yearly basis to ensure all children receive the input and also get the ruler/calculator so that eventually all children in High School will have the same item as a reminder and a cause for discussion between themselves in the years to come. This is a long-term plan in partnership with the Education Authority and will be assessed on an ongoing basis, tracking youths over future years.

Cost of the Project.

Officer time five officers for three hours in the morning of the intervention.

Partner time three hours for Three magistrates, one youth services worker

Transport is provided by the school

Teacher time – This is now part of the schools curriculum

Provision of marketing product. £2.00 per unit item

We can therefore provide this input and educate 35 children about the dangers and impact of drugs for £160

In comparison to manage Tower clients costs £500 per week including Probation, Medical and Police time.

Tower currently has in excess of 150 clients and the costs so far have been £78,000 for three years per client. £11million £700thousand in total to date.

There are at present 27 classes across the Fylde in total so the cost to speak to every school child in year six will amount to £4320 pa.

It will take a long time before the cost of prevention outweighs the cost of policing, treatment provision and rehabilitation. It makes sense to intervene at a stage in a Childs life where we can make a difference.



Glossary of terms:

Affront: Working closely with the Force Nimrod operations Affront aims to target travelling drug dealings covertly using ANPR (Automatic Number Plate Recognition)

Choices: Drugs Awareness delivered to secondary school students by Youth Involvement Officers

Nimrod: Nimrod is a long-term programme, which aims to take Class A drugs off the streets of Lancashire, targeting drugs dealers and working closely with the Tower Project.

OFSTED: Office for Standards in Education. Ofsted is a non-ministerial government department established under the Education (Schools) Act 1992 to take responsibility for the inspection of all schools in England, whether state or independent.

PACT: Police and Communities Together is a Western Division and Lancashire Constabulary concept, which aims to emulate best practice identified in the Home Office National Reassurance Policing Programme involving partners and communities in identifying and solving problems.

Tower: The Tower project is a partnership with the Probation Service, Health Authority and the Crown Prosecution Service, which aims to persuade persistent drug-using offenders into treatment.



HEYHOUSES ENDOWED C.E. PRIMARY SCHOOL

Headteacher: Mr. C.E. Barnes, B.Ed., J.P.

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St Annes-on-Sea, FY8 3EE
Telephone: (01253) 722014 (Junior Dept.)
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5th April 2005

PC Steve Higgs,
St Annes Police Station
St. Andrews Road North
St. Annes on Sea
Lancashire

Dear Steve,

I would like to take the opportunity to congratulate all those concerned with the recent Drug Awareness Initiative at my school.

Over the years, we have received great support from our local Community Police colleagues in relation to all aspects of our children's welfare.

This latest initiative had a tremendous impact on our year 6 children and their parents.

The planning and preparation that went into the process were of the highest standard and made it very easy for us to see the intended outcomes.

You and your fellow officers concerned took great pains to talk us through the process and were able to answer and deal with any queries or difficulties that we could foresee. Having been so well briefed, we were able to identify the kind of child who would have the maturity and confidence to carry off their role.

Appendix 1
Letter of Endorsement form Heyhouses School

The relationship between the child selected, his parents and yourself was of the highest order and immediately answered any doubts that they might have had.

The day itself was meticulously organised. All the Officers involved carried out their roles with extreme professionalism and the children were totally convinced that the procedure was a legitimate occurrence. The movement of children from school to Police Station to Magistrates Court was organised with total precision.

It was obvious from the children's reactions to each stage of the process that they were deeply affected by what was going on before them.

The question and answer session at the end of the morning involving Magistrates, Solicitors, Court Staff and Police Officers revealed the depth of the impact of the event.

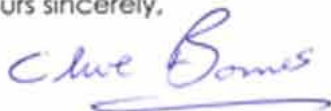
The whole process was very dramatic and hard hitting, but the children in my school took the whole event in their stride. This I feel was due to the thorough preparation that had taken place before the day, and the professionalism of the staff involved.

I would like to commend all those involved for all their hard work in ensuring that the event achieved its purpose. The events of the day had a profound impact on my Year 6 children and was an excellent preparation for the challenges that they may meet during Secondary Education.

I am sure that when the time comes that they encounter the drug culture, they will be able to look back on this experience and be able to make informed and sensible choices.

Please pass on my sincere thanks and congratulations to all those involved.

Yours sincerely,



C.E. Barnes
Headmaster

Wednesday 10th November

Dear officers,

Thankyou for giving up your time to come and teach us about drugs. You have taught us the difference between legal and illegal drugs. Sam the sniffer dog was great to he was well trained.

I enjoyed all of it but I enjoyed the court best.

It surprised me how much paper work Joe had to do and how many months he got sent down for.

I think you should do it in other schools because other children would enjoy it and be aware of what can happen.

From Lorna Brodie



Wednesday 7th November

Dear PC Higgs,

Thankyou for a great day. I am sure I will tell all my children, grandchildren, Grandads, Mums, uncles and aunties. I really enjoyed looking at my friends to see if they had figured out it was a setup. I also enjoyed going in the police van. I enjoyed all of it, I loved every second. Thankyou from Anne also. I am sure the rest of the class enjoyed it to. I thankyou for all the work that was put into that day. It was all so real. I do not want to do that in real life. I would also like to thank everyone else who was involved. Sam the dog was great he should be awarded with something. I hope you and everyone else involved enjoyed it as much as I did. The courtroom was fabulous. So was everything else. I want to thank everyone involved once again for making the day go smoothly. The magistrates were fab thanks to them. And thanks to you again the day was great. I would love to do something like that again as a play. Thankyou for the great experience.

From

Joe Cross

Survey as a result of Drugs Role-play at Mayfield school on 04 November 2004.

1. What was your favourite part of the exercise?

- The interview was very interesting
- The court was fun and we found out what happens there

2. What lessons have you learnt about drugs?

- Never use drugs because you will get into Big trouble
- Drugs are dangerous to you and your friends.

3. Is what happened to Joe what you would have expected?

No not really I found it quite unfair on Joe when he was charged of owning cannabis And then being locked up for 6 months.

4. Do you feel the exercise could be improved in anyway?

maybe it could have been longer but it was still great!

5. Would the exercise make you think twice about taking drugs?

YES! Definetly I know now

NEVER take drugs