

## Tilley Award 2006

### Application form

Please ensure that you have read the guidance before completing this form. By making an application to the awards, entrants are agreeing to abide by the conditions laid out in the Guidance. Please complete the following form in full and within the word limit. Failure to do so could result in disqualification from the competition.

Completed application forms should be e-mailed to Tricia Perkins; [patricia.perkins@homeoffice.gsi.gov.uk](mailto:patricia.perkins@homeoffice.gsi.gov.uk)

All entries must be received by noon on Friday 28th April 2006. No entries will be accepted after this time/date. Any queries on the application process should be directed to Tricia Perkins on 0207 035 0262. Any queries regarding other aspects of the awards should be directed to Michael Wilkinson on 0207 035 0247 or Lindsey Poole on 0207 035 0234.

Please tick box to indicate whether the entry should be considered for the main award, the criminal damage award or both;

Main award

Criminal Damage Award

Both Awards

#### 1. Details of application

Title of the project: **The COP (Community Orientated Policing) Leadership Course in Tower Hamlets**

Name of force/agency/CDRP: Tower Hamlets Partnership (Metropolitan Police)

Name of one contact person with position/rank (this should be one of the authors):  
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Name of endorsing senior representatives(s) Dal Babu

Position and rank of endorsing senior representatives(s) Superintendent Partnership and Performance

Full address of endorsing senior representatives(s) Bethnal Green Police Station. 12 Victoria Park Road,  
London, E2 9NZ

## 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.

The COP (Community Orientated Policing) Leadership Course emanated from the Tower Hamlets Partnership Anti Social Behaviour Action Group, (ASBAG) formed to achieve the Partnership objective of reducing anti-social behaviour in the borough of Tower Hamlets.

Tower Hamlets is the fourth most deprived Borough in the country and has a very high young population. Anti-social behaviour is a serious problem. In 2005, 80 ASBOs and 85 ABCs were issued in the Borough. These are amongst the highest figures in London.

Tower Hamlets Partnership were concerned by the continuing problem of young people becoming embroiled in both anti-social behaviour and gangs.

Additionally, the Police wished to promote a career in the force amongst the local population in order for it to be more representative of the diverse population in Tower Hamlets.

The Tower Hamlets Partnership commissioned the Metropolitan Police to run a course that would instil a sense of self-responsibility and self-autonomy for young people who were at risk of becoming offenders whilst providing an opportunity for other young people to learn about a career in the police force. Key local agencies referred individuals to the course and gave feedback on changes in behaviour following the course. The local authority also provided financial support and lecturers for some of the citizenship elements.

In choosing a model for the course the Partnership agencies recommended the police adapt other successful leadership courses run by emergency services. However, the police version was to be more cutting-edge and was adapted to deal with broader issues of citizenship and the consequences of anti-social behaviour.

The course consisted of seminars relating to citizenship, leadership, gangs, drugs, the criminal justice system and dangerous weapons as well as a mobile prison visit and an interactive custody and court workshop (at Hendon Police Training Centre). The course included first aid and careers counselling. Teambuilding exercises were carried out at an outward bounds centre and at the Special Operations Training Centre. The programme ended in a formal graduation. Follow-up opportunities were offered to participants.

A team self-evaluation took place after each of the three pilot courses enabling the project to be adapted. The Met seconded an external person to evaluate the course. The School Officers embarked on feedback from the referral bodies gathering qualitative data from the schools whilst producing a quantifiable data relating to whether participants managed to stay out of trouble after the course.

### **3. Description of project**

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

## **C.O.P. (Community Orientated Policing) Leadership Course**

### **Introduction**

The Community-Orientated Policing Leadership Course was a new cutting-edge programme set up by the police primarily to deal with citizenship issues amongst young people with anti-social behaviour problems from diverse backgrounds.

Tower Hamlets is the fourth most deprived Borough in the country (Source: Census 2001). It has a very high young population. Anti-social behaviour is a serious problem. In 2005, 80 ASBOs and 85 ABCs were issued in the Borough. These are amongst the highest figures in the Metropolitan Police area.

In addition the police wished to promote careers in the force in order to promote future diversity in the Metropolitan Police Service.

### **Objectives**

The Metropolitan Police in Tower Hamlets in conjunction with the Tower Hamlets Partnership Anti Social Behaviour Action Group, (ASBAG) set out clear, concise and precise objectives of tackling anti-social behaviour by targeting those who were on the fringes of the criminal justice system and to give them the opportunity and space to decide their future path.

The Tower Hamlets Partnership wanted to tackle the problem of high levels of anti-social behaviour by producing a leadership course that was aimed at those who were at risk of offending. This course would give the individuals an insight into the problems caused by offending and the space to make a decision to alter behaviour patterns. In utilising a leadership course, it was hoped that the young people participating would be given the tools to achieve greater self-autonomy and self-responsibility in controlling their own behaviour and walking away from peer pressure situations that appeared to the Partnership as being at the heart of "gang-related" offences.

The Police Service were also interested in producing a course that would have this impact on those at greatest risk from entering a path of crime whilst at the same time the course would also target those who had an interest in a potential career in the criminal justice system.

Additionally, Tower Hamlets Police wished to promote a career in the force amongst the local population.

### **Identification of Problem**

#### **Problem 1: Anti-social behaviour**

The Partnership identified both individual and gang-related anti-social behavioural as being a major problem amongst those of school age in the Borough. The Borough had one of the highest uses of ASBOs and ABCs in London during 2005.

The gangs can be divided along ethnic, geographical or even school loyalty lines. It was decided that some individuals would benefit from being taken out of their everyday environment and placed on an intensive course that would give them the opportunity to look at the causes and consequences of both the behaviour and its impact on the victims and the consequences for the perpetrators of their action. In this way, the individuals could make an informed decision about the future path that could take. It was felt that the young people needed to learn leadership skills, especially self-responsibility.

## **Problem 2: Recruiting to the force**

Tower Hamlets Police wished to promote a career in the force amongst the local population. The Borough of Tower Hamlets has one the most diverse Boroughs in the United Kingdom with almost 50% of the population from ethnic and religious minorities (Source: National Statistics). At the same time only 6% of Police Officers serving on the Borough come from ethnic minority backgrounds. It was hoped that the course would promote careers to all those living in the Borough and encourage more young people from a diverse variety of backgrounds to consider a future in the Police Service.

## **Cross-agency response to the problem**

The Tower Hamlets Partnership wanted to tackle the problem of high levels of anti-social behaviour by producing a course that was aimed at those who were at risk of offending. This course would give the individuals an insight into the problems caused by offending and the space to make a decision to alter behaviour patterns. In utilising a leadership course, it was hoped that the young people participating would be given the tools to achieve greater self-autonomy and self-responsibility in controlling their own behaviour and walking away from peer pressure situations that appeared to the Partnership as being at the heart of "gang-related" offences.

The police were interested in producing a course that would have an impact on those at greatest risk from entering a path of crime whilst at the same time targeting others who had an interest in joining the force in the future.

It was felt that it was important to mix the two groups so that the course was not seen as only being for those who were in trouble.

## **Selecting a model**

After analysis of different course models it was decided that Metropolitan Police in Tower Hamlets would have to design a completely new course.

The Tower Hamlets Partnership and Metropolitan Police in Tower Hamlets had been impressed by the results achieved by the London Fire Brigade's highly successful 'Life Course' that had introduced young people to the Fire Service, fire safety and arson prevention on a weeklong course.

The Tower Hamlets Partnership wanted any police-led leadership course to be more cutting-edge. It had to be broader in dealing with citizenship and all types of anti-social behavior, its impact on victims, and the probable consequences for perpetrators, in terms of the damage to life and career opportunities and / or the possibility of ending up embroiled in the criminal justice system. It was felt that the police could deal with issues such as gangs, drugs, violence, gun crime and criminal justice effectively whilst still teaching leadership skills, basic first aid and team building skills.

The course needed to give the opportunity for the young people to look at issues of self-respect and to give them the room to decide which path they wished to take in the future.

At the same time the course had to appeal to others who were considering a career in the Police Service.

### **Specific Aims and Objectives of the COP Leadership Course:**

The course was set up with the following aims and objectives:

- To involve individuals judged to be involved in anti- social behaviour or on the fringe of such behaviour
- To instil the concept of good citizenship to the young people and to provide an opportunity for them to see the consequences of their behaviour on others
- To provide positive role models for good behaviour including an introduction into police youth organisations (volunteers) and a possible future career in the uniformed public services
- To offer ongoing support to encourage continued good citizenship through a mentoring scheme
- To instill concepts of leadership, self-autonomy and self-responsibility.

### **Additional Targets**

In terms of selection and outcomes the police set themselves some basic targets:

- To work with young people aged 14-17 from diverse ethnic and religious backgrounds
- Participants must come from a variety of secondary schools across the Borough
- To assist young people judged to have challenging anti-social behaviour in altering their own behaviour
- To utilise the course in developing safer schools / neighbourhoods and better social integration within the Borough
- To promote the idea of a career in the police force and criminal justice to a diverse group

### **Partnership work: Referral Bodies**

The School Officers (Police Officers permanently linked to Schools through the School Safety Scheme) were responsible for running the course. They would have the responsibility of liaising with and monitoring the results of the course in conjunction with other agencies involved in the Partnership. The other agencies referred candidates. Youth services took some of the citizenship seminars.

### **Designing the course**

The course consisted of an education-programme relating to gangs, drugs; mobile prison visit; custody and court experience (utilising the facilities at Hendon Police Training Centre); and careers counselling.

Also, built into the scheme are some outdoor activities such as a day at an outward bounds centre, a visit to Gravesend Special Operations Training Centre and dog handling.

#### **a. Course location, design and duration**

The Metropolitan Police ran three COP Leadership course pilots<sup>1</sup>. They were all weeklong non-residential courses held at either police stations or community centres in Bow, East London.

The course was free of charge to participants following the release of local authority funds to develop the pilot.

The course was designed by the Safer Schools Team in partnership with other agencies and branches of the Metropolitan Police Service. It was designed to strike a balance between education, information sharing and fun and adventure. All activities and aspects of the course have been risk assessed by police along with arranging the necessary insurance cover.

School Safety Officers and other police personnel staffed the course. At anyone time there were a minimum of one Sergeant, two Constables and a Police Community Support Officer present. They ran the core of the programme although youth workers, prison service officers, police specialists, lawyers and first aid experts ran seminars.

#### **b. Uniform**

Each participant was given a 'COP uniform' at the beginning of the course, which comprised of a T-shirt, sweat shirt, jogging bottoms, waterproof outer top, and a baseball cap. Uniforms carried the MPS and Tower Hamlets Partnership logo as well as displaying the 'COP' logo.

The uniform gave the young people a sense of identity and purpose from the very start of the course.

#### **c. Identification of participants**

The course was aimed at two distinct groups:

- a. Young people defined as being involved in antisocial behaviour / or "at risk" of becoming involved in such behaviour
- b. Young people with an interest in a police career

Identification and selection of suitable young people to take part on the pilots came from a number of sources.

The Partnership and the Metropolitan Police agreed to have a cross-agency referral scheme in order to identify those who most needed to attend the course from across the Borough. Identification and selection of suitable young people to take part on the course came from the following units/departments:

Youth Offending Team

<sup>1</sup> The pilot courses ran 19<sup>th</sup>-22<sup>nd</sup> Dec 05; 23<sup>rd</sup>-27<sup>th</sup> Jan 06; 20<sup>th</sup>-24<sup>th</sup> Mar 06

Safer Neighbourhood Teams  
Safer Schools officers / Schools  
Operation Ashford (Youth Disorder)  
Local Authority's ASB Team  
Rapid Response Team

Advertising flyers were produced and made available for the above units to distribute to suitable candidates. Colour brochures and literature were produced which included tear out referral forms.

The young people with challenging antisocial behaviour made up the majority of the group. The course was an opportunity for them to explore the causes and consequences of their behaviour.

The youngsters came from a wide variety of schools from across the Borough. They were representative of the ethnic and religious diverse population within the Borough of Tower Hamlets (Independent Evaluation).

### **Course: Review of Activities**

#### **a. Induction Evening**

An induction evening was held the week before the commencement of each course. Police officers provided a presentation and a question and answer session to prospective candidates and their parents/carers on the aims of the course, administration issues and health and safety matters.

A Bengali/Sylheti translator was present at all the induction evenings to assist parents from the Bangladeshi/Sylheti community.

#### **b. Seminars**

##### **i. Combating anti-social behaviour**

There were a series of seminars within the course designed to combat anti-social behaviour. Topics included gangs; consequences of using drugs, guns and knives; exploration of citizenship and responsibility; the criminal justice system; and life in prison.

The seminars were hard hitting at times but at the same time effective. They made the participants reflect on anti-social behaviour and its consequences both on the victim and perpetrator. This was the hardest part of the week for the young people.

The sessions were run by a combination of professionals including police, youth workers, a lawyer and former prison service personnel. A different variety of media were used by the presenters including demonstrations, workshops, talks, videos and interactive role plays. The variety of speakers, media and venues ensured that the participants were stimulated and engaged. This was essential to the success of the course given the concentration and behavioural problems of some of the participants.

##### **ii. Hendon Police College**

Hendon Police College was used as an extension to the seminars combating anti-social behaviour. The facilities at Hendon such as the mock police station and mock court were used to good effect in exploring issues such as Stop and Search; Custody; Judicial process; consequences of offending; and exploring

drug issues (with the help of Police Drug Dogs). The day was intensive and the participants seemed to enjoy it whilst tackling a number of serious issues.

### iii. First Aid Training



Two participants practising CPR

The course included practical first aid training. This provided the young people with the opportunity of learning vital life –saving skills and an opportunity for them to work in teams.

### c. Other Activities



The remainder of the programme was designed to assist the young people develop their teambuilding and leadership skills whilst providing certain activities designed to reward the young people for their efforts during the week.

The teamwork exercises included Police Cadet drilling, crime scene evaluation (at the Met’s Special Operations Training Centre) and outdoor team games.

Other outdoor activities were designed to teach teambuilding skills as well as reward the young people at the end of the week. This included a day at an outdoor activities centre, a chance to meet the mounted police, and a chance to view both vehicle handling and Special Operations training at police training centres.

These activities were introduced to not only introduce team-building concepts but to balance out the classroom-style seminars.

### d. Graduation Ceremony

The young people paraded for their graduation in front of their families, friends and special guests including the Mayor of Tower Hamlets. This ceremony gave the young people a sense of achievement. They were given a certificate to show that they had completed the course. On one course the parade and graduation ceremony was filmed by a Channel 4 film crew who had taken an interest in the project.



### Costs

Each week costs around £10,000. This paid for 20-25 young people to go through the course. The main costs were spent in uniform, venue hire, outdoor activities, hiring some of the non-police trainers and food. A small amount of this budget is set aside for a follow-up mentoring programme.

The cost of the course is kept down by utilising some of the top police facilities in the country such as the world-famous Hendon Training Centre, Special Operations Centre.



The uniforms gave the young people a sense of purpose and affiliation. This seemed to set the tone for the week from the beginning and was essential to the programme.

The costs have been kept to a minimum and only essential expenditure was made.

## **Evaluation Process**

### **Internal Evaluation**

The Safer Schools team evaluated each pilot and made adjustments to the programme in accordance with feedback received from members of the team, external speakers, participants and the external evaluator. This assisted the team in improving on the programme through the four-month pilot.

### **External Evaluation**

The Metropolitan Police engaged an external evaluator who was seconded from the Safe Communities Initiative at the Commission for Racial Equality to assess this project. An evaluation report was written up in order to provide current and future stakeholders an overview of the achievements of the course.

### **Long-term Evaluation**

The team is evaluating the long-term success of this course. They are in contact with the other stakeholders and referral agencies including the schools. They are also checking whether the participants are staying out of trouble with the police.

## **Results**

The School Officers monitored the effectiveness of the COPS Leadership Programme. They looked at re-offending rates amongst those young people who were known to the police and received feedback from both the participants and referrers (schools and other local agencies).

### **Course Attendance**

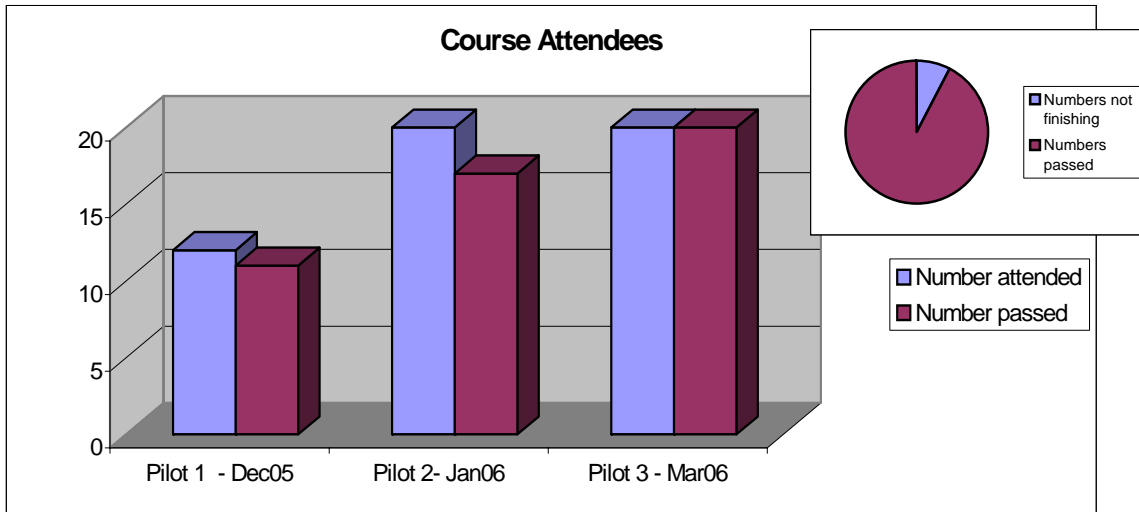
The participants had to attend the course in order to pass it and receive certificates. Many of the young people chosen had concentration problems and attendance issues at school. Across the three pilots over 92% of participants completed the course.

### **Diversity of attendance (total over 3 courses)**

41% Bangladeshi, 16% Black British, 43% White British.

40% female, 60% male.

This reflects the demographics of Tower Hamlets.

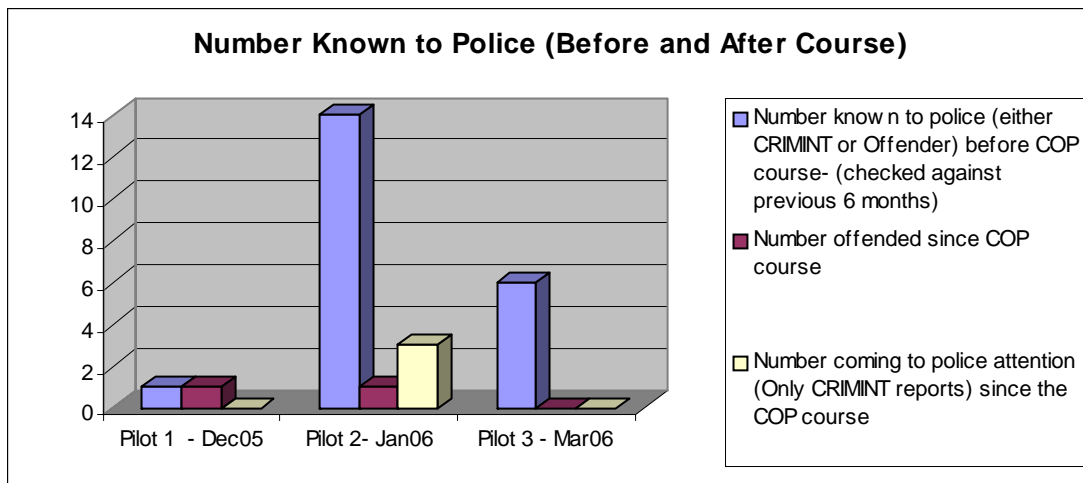


The evaluation of this course

### Measurable Improvements: Numbers "Known to Police"

The Schools Safety Officers devised a measure of testing whether the course has been effective by comparing the numbers on the course who had been known to the police through their intelligence systems. Reports or offences in the six months previous to the course to those coming to the attention of the police through intelligence reports afterwards.

This has shown considerable results for the second pilot where a more challenging group was selected. In this group 13 of the young people had come to police attention before the course. In the three months following the course 1 had re-offended and only three had come to the attention of the police.



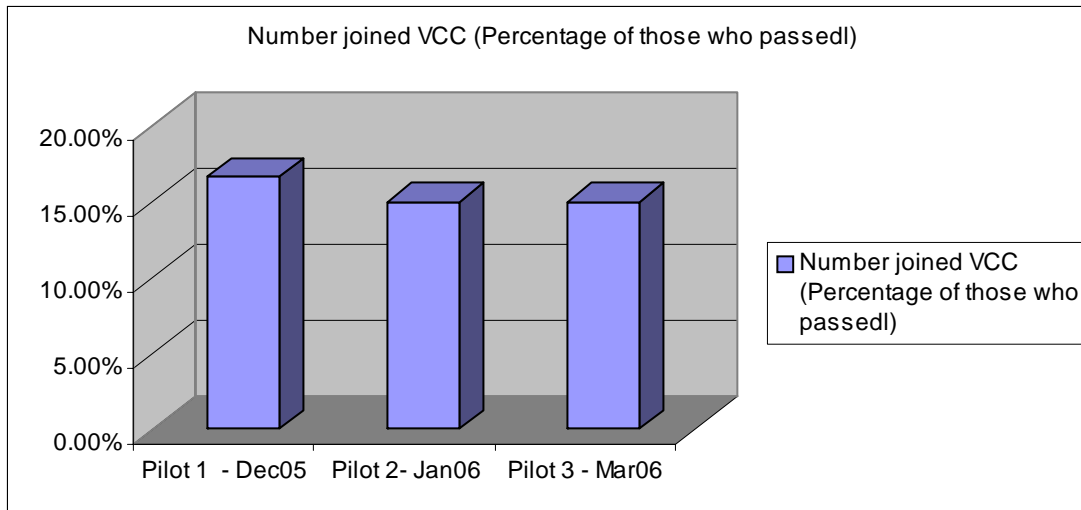
**Please note**

The data checks post courses were only made with CRIMINT and not PNC.

The traces on CRIMINT are mainly for Stop & Search for Youth disorder, Drugs and 1 for domestic issues. All data accurate as of 31/3/2006

### **Measurable Result: Careers – numbers of participants entering the Volunteer Cadet Corps**

The team researched the numbers of those who decided to enter the Police Volunteer Cadet Corps as an immediate analysis of those who had immediately decided to take a further interest in the Police. The Cadet Corps was mentioned to the youngsters once in each course as a means of furthering interest.



15% or more of those taking the course have enrolled and regularly go to the Corps. All Corps members have to give a commitment and a deposit on the uniform. The Corps has had to look for new premises in recent weeks due to the increase in numbers. This is evidence that the aim of promoting a career in the force has been successful alongside the key aim of reducing anti-social behaviour.

### **Qualitative Research – Feedback through Referrers and Schools**

The School Officers set about receiving feedback from some of the Schools on the success of the course. The following are illustrative examples of the results achieved by the course:

#### **Case Study 1 : Swanlea School - December 2005 Course:**

Two Asian male students (16yrs) from Swanlea School were part of local gangs and were under the behaviour unit at school. They were getting in to trouble at school and concerns were raised by their teachers that they would get in to trouble out side of school. The schools officer nominated both students for the course. After the course he spoke with them and both said that they had a great time and thought the course was run well. They stated they got on with the police officers and the other young people on the course. They found the gang related talks given by PC Samways very helpful and they liked the outdoor centre experience. They liked the course so much that they both started to attend the police cadets which is run by PC Guinn who co-ran the C.O.P. Course. Their behaviour has improved in school and the students come no longer under the behaviour unit. One of the students has also encouraged some of his friends to join the police cadets and he is working very hard in keeping out of trouble by not associating with certain members of the gang that he use to be in.

### **Case Study 2: Swanlea School - January 2006 Course:**

The schools officer from Swanlea again recommended an Asian male student (16yrs) who has been in trouble with police and is under the behaviour unit at school. He is a leader of a small group of young men at the school and concerns were raised. At first the student did not want to attend because he thought he would lose face from his mates. The Schools Officer persuaded him that the course would be helpful and he would learn about police powers and procedures that would help him to understand why he and his friends were stopped and searched. The student attended the course and found it helpful. He now knows why police stop him and his mates and that police officers are only doing their job. He got on with the police officers on the course and made new friends. The student has shown a marked improvement in his studies and grades he attains. He is still under the behaviour unit and still hangs around with the same friends but his behaviour with other pupils and teachers improved immensely. He also turns up on time for school and wears the correct uniform.

### **Case Study 3: Morpeth School - January 2006 Course:**

Letter of appreciation received from the Head Teacher at Morpeth School, Alsdair Macdonald, thanking staff for the course after one of their students attended. The student showed a marked improvement in his work and attitude and thoroughly enjoyed the course. It had been reported that the student was "the toughest student in the school".

The course has been a success in helping these four young people in differing degrees.

### **Future Sustainability of the Courses and Follow-up Initiatives**

The COP Leadership Programme has been piloted and evaluated. The course has been deemed a success.

The referral agencies have expressed an interest in seeing the project expanded and maintained for the long-term. There is now a waiting list of potential candidates for future courses.

The initial funding from the course came from the Tower Hamlets Partnership. Local businesses have decided to work with the Metropolitan Police in producing sustainability. A number of businesses have agreed to fund future courses in the belief that this is good for the entire community.

Also, the Football Association has agreed in principle to become involved in the scheme as part of its partnership agreement with the Metropolitan Police in Tower Hamlets. They will be looking at leadership through the concept of sports within the course programme.

### **Mentoring**

The graduates of the COP course are being offered a follow-up course of a 6-8 weeks programme of group mentoring. This has resulted from the success of the initial pilots and an interest by local businesses in this programme.

The East London Business Alliance (ELBA) has agreed to work with in partnership with the Met Police. ELBA has 94 member companies, mainly large corporations in Canary Wharf (within Tower Hamlets) or the City of London (that borders the Borough). A FTSE 100 company will run the group-mentoring scheme that will include seminars dealing with presentation, communication, planning and leadership skills. Graduates will be able to also explore their future careers and aspirations with mentors from the blue chip corporation. At the end of the course they will be expected to present their ideas to senior managers in the sponsor company.

This initiative is also designed to promote integration and cohesion by breaking down barriers between the local communities and large corporations situated in Canary Wharf and the City.

## **Conclusion**

The COP course meets the desired goal of teaching young people self-responsibility and leadership. It gave them the opportunity to examine the results of anti-social behaviour and a possible career in the police service.

The course was designed in a way that it mixed classroom seminars with practical exercises. It therefore managed to keep the attention of the young people, many of whom had concentration problems, and as a result there was little in the way of absenteeism.

The course utilised police and local authority facilities well. The use of different speakers from a variety of backgrounds was impressive and made the programme broader and therefore more interesting. It seems that many of the young people developed new leadership skills and a greater understanding of self-responsibility as the week progressed.

Fun activities were essential in rewarding the young people for a mentally and physically challenging programme of activities.

The course achieved its aims and gave ample opportunity for young people to decide future career and behaviour paths for themselves.

Tower Hamlets Police have secured a follow-up scheme for those young people who have been successful on the course and more importantly the sustainability of the scheme.