

## 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 **RHYDDINGS COMMUNITY SAFE PROJECT**

Name of force/agency/CDRP: **Lancashire Constabulary**

Name of one contact person with position/rank (this should be one of the authors):  
**PC 2903 Tracey Finn**

Email address: **tracey.finn@lancashire.pnn.police.uk**

Full postal address: **Development Team, Eastern Divisional Headquarters, Greenbank Business Park, Whitebirk Drive, Blackburn, Lancashire. BB1 3HT**

Telephone number: **01254 353685**

Fax number **01254 353536**

Name of endorsing senior representatives(s) **Acting Deputy Chief Constable Mr Adrian Mc Allister**

Position and rank of endorsing senior representatives(s) **Acting Deputy Chief Constable - HQ Corporate Services Directorate.**

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.

### **Rhyddings Community Safe Project**

Rhyddings High School is located in Oswaldtwistle, a densely populated mill town in Lancashire. During 2003/04 the local community, staff and children at the school expressed growing concern at the increase of incidents of anti-social behaviour (ASB) and associated criminal offences.

Further analysis was undertaken at PACT (Police And Community Together) meetings, community surgeries and discussions and consultation with staff and pupils that revealed;

- Under reporting of incidents – the police crime and incident recordings system were not capturing a true picture of activity in the area
- Former and excluded pupils were coming into the area deliberately to intimidate
- Students involved in ASB were not being held to account for their actions – the school were ‘managing’ incidents internally where no appropriate sanctions were taken
- A lack of understanding of how behaviour was perceived by the community, especially by elderly residents, that led to poor integration between the generations.

### **A number of key tasks were identified and implemented:**

- **A working group was established to manage the problem and increase community cohesion** - Rhyddings Community Safe Project (RCSP) was created
- **Educating students in ‘Crime & Consequence’ to increase incident reporting and demonstrate the consequences of involvement in criminal & ASB behaviour** - the school committed themselves to the CBM/CSO delivering structured ‘Citizenship Classes’ to encourage pupil/community involvement. They endorsed the use of ABC’s, provided evidence for ASBO’s and served warning notices on ‘trespassing’ offenders.
- **Communicate and deliver public reassurance messages and crime prevention measures** - mobile phone marking kits were distributed to all students who were encouraged to take them home to benefit their families and friends. Vulnerable members of the community were issued with personal safety alarms which were distributed, along with community newsletters, by partners from The Community Church and students from the school.
- **Positive investigation of every reported incident** – 40 arrests were made over the period of the operation all of which resulted in a positive sanction against the offenders. Nine ABCs were signed; two were taken through to ASBO stage.

Positive reporting saw initial increases in all incidents but the project has now delivered impressive reductions; ASB (27%), assaults (69%) and **no** robberies in the last **twenty** months.

**Residents Associations - “Having a point of contact at all times is really important to us”**

**Feedback from PACT Meetings - “You have taken away the Fear of Crime”**



### 3. Description of project

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

#### **SCANNING**

Rhyddings Business and Enterprise School is in the centre of the St Andrews ward of Oswaldtwistle and has just over 1000 pupils in the 11-16 age range. The Community Beat Manager (CBM) for Oswaldtwistle visited the school on every tour of duty, wherever possible, to talk to the School Management Team and the students and it was during these informal visits that the CBM learnt of increasing instances of low level crime and anti-social behaviour in and around school. Further analysis of the police incident recording systems for the ward in 2003 showed that there was an increase in violent crime involving school children, a problem in the area with criminal damage and anti-social behaviour (ASB). There were also five robberies in 2003, three for the theft of mobile phones from school children. However, the anecdotal evidence from the school indicated that the true extent of the problem was not yet known.

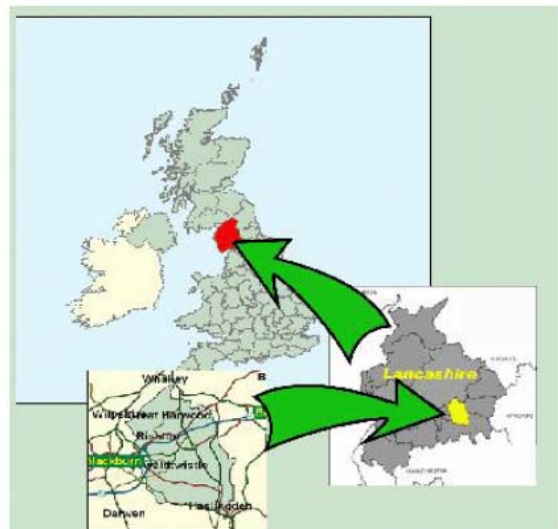
The CBM also spent a considerable amount of time visiting and talking to the elderly residents living in the area around the school who were expressing their concern regarding the increase in juvenile nuisance, ASB and criminal damage. They felt intimidated by large groups of school children and talked of “*a fear of crime*”. The ASB was identified as ‘signal disorder’ i.e. acts that breached standing conventions of social order and signified the presence of other risks.

Further analysis and consultation with contacts within the community, incidents reported to the police, contacts within the school, surgeries, PACT meetings and the police systems confirmed the problems. More analysis was needed to identify the root cause of the problems.

The increase in crime and anti-social behaviour in the area was the original reason for implementing this project but another issue came to light when investigating the incidents. There was an extreme lack of tolerance between the young people and the elderly in the area. This was a great concern at the time because solving community problems is always more achievable with co-operation from the community as a whole, working as a group.

#### **ANALYSIS**

Oswaldtwistle, a historically industrial town in the borough of Hyndburn, is comprised of three wards; St. Andrews, Immanuel and St. Oswalds and has a population of 15,627 (2001 Population Census). The St. Andrews ward has a population of 4,497 and is a typical East Lancashire mill town ward with predominantly back to back terraced properties. It also has a high proportion of elderly residents who are predominantly white British (A Profile of Hyndburn – 2004). The ethnic ratio in St. Andrews ward is 98% white British and 2% ethnic minorities (1.8% Asian ethnicity) whereas



Rhyddings Business and Enterprise School has a mix of 75% white British and 25% ethnic minorities (22% of which are Asian heritage children). This high percentage of ethnic minority children is due to the catchment area for the school extending into neighbouring wards and towns of Knuzden, Blackburn and Accrington.

Further analysis of the Hyndburn Community Safety Audit showed that 20% of victims of violent crime were in the age group 14-19 years. Furthermore 25% of victims of robbery are 14-17 years of age and 15% are 70 years and over. The young people attending the school fall into the 14-17 year old age bracket and some of the elderly residents fall into the 70 years and over grouping. This confirmed that the emerging problem in the ward mirrored that within the borough and that our eventual response would be contributing to addressing a larger problem.

Analysis of calls to the police reporting incidents of ASB, reports at police surgeries, visits to the resident's homes, reports from local councilors and PACT meetings highlighted awareness that the elderly residents in the area were concerned about increasing levels of juvenile nuisance and criminal damage in their area. They were not directly victims of such incidents but the reports and rumors surrounding them acted as signal crimes and influenced their belief about their security and was having a serious effect on the community.

Young People were also the victims to ASB, thefts and assaults in and around the school. This was confirmed by calls to the police, dealing with incidents at school and contacts within the school. Again not all these incidents were reported to the police and only by going into school and meeting with the teachers regularly did I find out about them.

Further analysis showed that incidents at the school were not being brought to the attention of the police but were being dealt with internally. This exacerbated the elderly residents' perception that there was a problem but that it was not being taken seriously by the school or the police. It also perpetuated the impression that criminal and ASB would not be challenged and that offenders would get away with their behaviour and that there would be no consequences for their actions.

Having identified the victims time was then spent trying to identify the offenders by talking to the pupils who had been the subject of or witnessed incidents around the school. They were initially reluctant but after reassurance eventually started 'identifying' them as, predominantly, excluded and older ex-pupils. Further information from community sources confirmed this and this enabled a list of 'targets' to be drawn up.

Incident recording systems for early 2003 showed that there had been 13 incidents of assault on young people/students and three of these involved theft of a mobile phone. Due to some incidents not being reported to the police we knew this didn't represent the true picture and that the figures were probably worse. It was initially suggested that the students should not be allowed phones in school and this would stop the thefts immediately. However, the teacher management team explained parents wanted their children to carry mobile phones and so it was now school policy that they were switched off and left in their schoolbags during school hours. This then highlighted that a significant proportion of the 1000 students were carrying mobile phones and this increased their risk of becoming a victim of crime whilst bags were left unattended and as they were arriving and leaving school.

**Partners:**

To contribute to making this a sustainable initiative the following partners were identified to work on the project.

Head Teacher - Rhyddings Business and Enterprise School.

Teacher Management Team - Rhyddings Business and Enterprise School

School Council & Co-coordinators - Rhyddings Business and Enterprise School

Church and Oswaldtwistle Community Church

Church and Oswaldtwistle Rotary Club

Community Neighbourhood Watch Groups

Community Residents Associations

Hyndburn Youth Services & Youth Offending Team

Hyndburn Youth Council

Local Businesses

Police – Community Policing Teams

**RESPONSE****Planned Police Response:**

- Positive investigation of all incidents and offences in school or the immediate vicinity with appropriate sanctions on each occasion as young offenders must face the consequences of their actions. The “Broken Windows” theory states ‘It is easier to prevent a neighbourhoods’ slide into crime than trying to rescue it’, the theory demands that even minor misdemeanors must be pursued with the same vigor as serious crimes.
- Community Beat Manager and Community Support Officer to deliver “Crime and Consequences” in citizenship classes to year 7 and 8 pupils. With the help of the teachers a structured lesson plan will be created to encourage children to understand the feelings associated with crime from the perspective of the victim, the community as a whole and the consequences for the offender. These lessons are specifically to encourage children to change their behaviour and towards taking responsibility.
- Supply 1000 mobile phone marking kits to mark all school mobile phones to deter would be thieves.
- Integrate the generations – address the complete intolerance between the young and old
  - Take mobile phone marking kits out to residents – use UV pens to mark up property for them. Invite residents into school for help and reassurance.
  - Distribute personal safety alarms to vulnerable individuals and groups.
- Set up a Neighbourhood Watch Group for the area with the school as the co-coordinator and focal point of contact.
- Acceptable Behaviour Contracts to be raised for students involved or becoming involved in ASB - research showed that ABCs can reduce the amount of anti-social behaviour committed by young people whilst on contract and that they are a valuable tool for practitioners (Bullock, K and Jones B., ABC's,(2004).

- If ABC's do not halt the poor behaviour then Anti-Social Behaviour Orders to be obtained. This entails a large amount of evidence gathering but a failed ABC can act as very strong evidence for a court.
- Implement a Community Plan to keep everyone in the community involved and reassured. This will include the distribution of regular newsletters, community e mail, neighbourhood watch groups etc. The newsletters and e mail will also ask for the help and involvement of the community.

**Planned Partners Response:**

- The Head Teacher and teacher management team with the school to support the police with positive investigation policy and report all incidents in and around school instead of dealing with things "in house".
- The school will support police in taking year 7 and 8 for citizenship classes by committing to a change in the timetable to include these classes.
- The school will team up with their solicitors and create letter for parents of excluded and ex pupils to inform them that if their children are on school grounds they are trespassing they will be prosecuted. This will deter stop the 'targets' entering school grounds and create a safer more secure environment.
- The school will set aside classes to mark up all mobile phones and distribute marking kits in the community.
- Neighbourhood Watch groups will support the school and the police in setting up their own group for the area.
- Students and young people from 'Church and Oswaldtwistle Community Church' to distribute the newsletters, mobile phone marking kits and personal safety alarms locally.
- The school will encourage the student's families to become involved in school life.
- The school will support the use of ABCs in school and in the community.
- Youth council will help to plan all initiatives to include the students.
- To assist in obtaining Anti-Social Behaviour Orders when necessary.

**Planned Assessment:**

It is important that we evaluate the project to ensure that its aims are met. To do so we will,

- The POP will be assessed over a nine month period ending the summer term 2005, but interim 3 monthly assessments will be made to gauge the progress of the initiative.
- Local residents will be visited to keep them reassured and demonstrate the commitment of the police. During such contact their perceptions of the area and the problem will be obtained.
- Establish with the wider community if we have improved the area?
- Establish if they feel safe 'walking to the corner shop' when there are groups of youths on the streets?
- Establish if they feel comfortable going into school to talk to the teachers and the pupils and are they made welcome?
- Establish if the school management team and the pupils feel that we have achieved our aims.
- Establish if the two generations integrating?
- Carry out a postal survey to residents.

- The biggest question we can try and answer - Have we reduced Anti-Social Behaviour and crime?

Success for RCSP would be seeing the old and the young working together in the school and in the community, resulting in a reduction in the fear of crime. This could naturally lead to a reduction in anti-social behaviour and crime.

£3000 of funding was obtained for the project from LANPAC (LANcashire Partnership Against Crime), Rhyddings School and Eastern Division BCU budget.

## **ASSESSMENT**

Rhyddings Community Safe Project started as a partnership between the Community Policing Team in Oswaldtwistle and Rhyddings Business and Enterprise School. We picked up many partners along the way and new tactics were implemented to combat problems as they have arisen. It was originally initiated due to an increase in crime and anti-social behaviour in the St. Andrews Ward of Oswaldtwistle where the school is situated. These incidents were directly connected to the students, ex-students and un-challenged criminal and ASB actions.

The elderly residents in the surrounding community expressed a fear of crime and said they felt intimidated by the large groups of young people on the streets before and after school. The young people had no time for the elderly and couldn't see the problem.

Throughout the project we communicated all our activities to the community by delivering updates, primarily in the form of newsletters, to ensure that they were always fully informed. These were delivered by students from the school and young people from The Hope Centre, a local Christian centre, thereby increasing the communities contact with young people and encouraging them to be viewed in a positive light. The school, key members in the area and several residents also received the 'Community e-mail' from the Neighbourhood Policing Team office to reinforce the message we were putting across.

The same area was targeted with a postal questionnaire (463 homes) to assess the community's opinion on our project. Out of the 463 surveys that were posted 69 surveys were returned which was 15% of the original forms and this was very disappointing. However, the main feedback that came out of our postal survey was that 90% of the community who responded thought their area would benefit from a NWG and 72% said they would attend meetings if a NWG were set up. We have had a lot of excellent feedback about the neighbourhood watch groups that we had set up in other areas of Oswaldtwistle and thought it would be a positive idea to set up a watch group in the area around the school. Meetings were arranged at the school and all the residents were invited but only six turned up for the meeting. This was most disappointing as this was the third attempt in the past two years; the public meetings were badly attended and nothing came of them. However, further attempts will be made to address this issue in the future.

We also supplied every student at the school with a mobile phone marking kit, marked up all the mobile phones in school and then encouraged the students to take the kits home and mark up all their families' phones. Using the UV pens from the kits we marked up all the property in the school and all the property at the students' homes. The students in the school council had the idea to take the mobile phone marking kits and the UV pens out into the community and offer to mark up mobile phones and property for the residents.



To address the robbery issues, along with crime prevention advice, funding was obtained and 1000 personal safety alarms were distributed throughout the community to the most vulnerable. Again we used school children to deliver and demonstrate their operation and this again broke down the barriers and perceptions between the two generations. From an alternative view 1000 alarms in the hands of school children could have been a lot worse! To their credit most of the students took the project seriously and there was only one incident with an alarm being used inappropriately!

Our positive approach towards criminal offences led to 40 arrests inside and outside of school –

<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>
<p>2 x Criminal Damage 2 x Arson 1 x Assault</p>	<p>2 x Assault 1 x Racially Aggravated Assault 2 x Offensive Weapon 1 x Possession with intent to Supply Drugs 1 x Possession of Drugs 4 x Criminal Damage 1 x Affray 1 x Burglary 2 x Violent Disorder 1 x Public Order</p>	<p>3 x Public Order 1 x Harassment 3 x Drunk and Disorderly 1 x Possession with intent to Supply Drugs 2 x Firearm Offences 4 x Criminal Damage 1 x Assault</p>	<p>2 x Criminal Damage 1 x Offensive Weapon 1 x Drunk and Disorderly</p>

Five of the twelve arrests for criminal damage were for graffiti and the offenders referred to the Youth Offending Team (YOT) in Accrington and were made to “put right” the damage they had caused. We made them apologise to the residents who owned the damaged property and work with YOT and the residents to repair the damage. For example one of our young offenders had to paint a back yard wall to cover the graffiti on it.



The positive investigation approach to criminal incidents and ASB supported the citizenship classes that we took year 7 and 8 for in school called "Crime and Consequences". Young people have to believe that they must face the consequences of their actions.

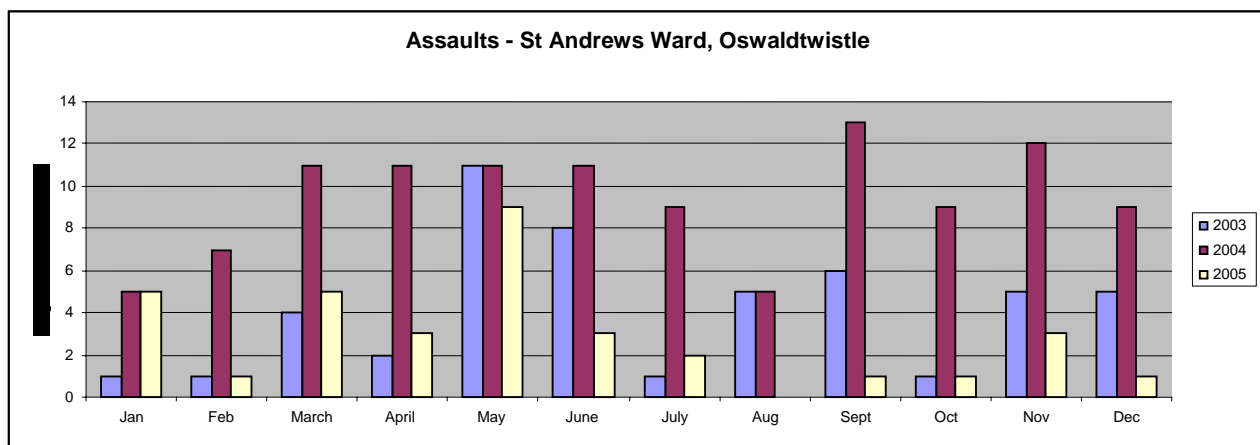


Every pupil in the school knew the neighbourhood policing team by sight and by name but more importantly they knew that the officers they saw in class and regularly in school were the same officers that were arresting offenders. We signed nine, Acceptable Behaviour Contracts (ABC), as partners with, the school and the young peoples' parents. Out of these only two progressed to anti-social behaviour orders.

We have received congratulations in the street from several elderly residents; their property is UV marked, they have an alarm and they feel part of the community but the main feedback is about the students. The two generations are starting to work together with an understanding of each other. One of the results of our postal survey was that 78% of the residents were confident to directly contact the school knowing that they would be taken seriously.

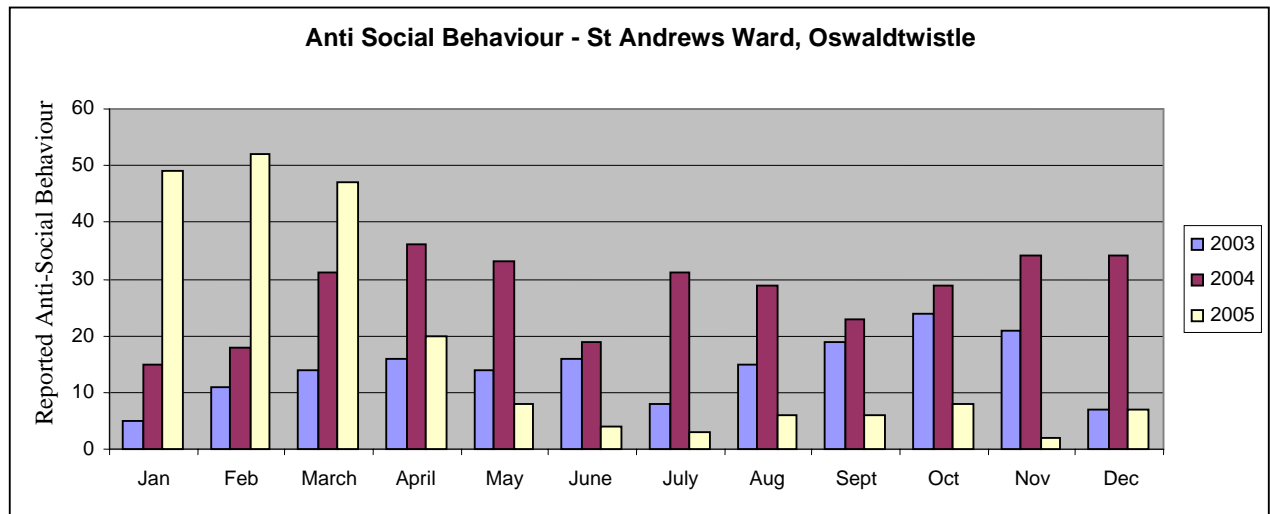


When the project was started we analysed the police logs for the St. Andrews ward of Oswaldtwistle for specific incidents and crimes, which were Robbery, Assault, Criminal Damage, Juvenile Nuisance and Community Problems. To assess the project I have analysed the logs again for 2003, 2004 and up to the present in 2005. The results are recorded in Appendix A.



However, as these two charts show although there was an expected increase, following our insistence that all incidents were reported, the results since June 2005 have been exceptional with dramatic decrease in all assaults

and ASB.



There are still students who occasionally show disrespect to the teachers and the elderly residents and behave in an anti-social manner, both inside and outside of school, but I think this will always be the case. However, all students are aware of what is expected of them and the consequences. Thankfully, they are the few and the majority of the students have joined in and thoroughly enjoyed themselves.

Whilst our project was implemented a new resource centre was planned and built in the grounds of the school. As part of their commitment to our POP the teacher management team of school agreed to call the new school resource centre – “Rhyddings Community Resource Centre” and open the doors to the community. The proposed facilities of a library and computer room with access to the internet could benefit everyone in the community as well as the students in the school. This will help members of the community feel comfortable about coming into school and interacting with the students. They agreed to allow residents to use the facilities for meetings such as NWG meetings. They suggested the police could use the centre for their PACT Meetings which were held in school already. This was the real “high” of everyone’s hard work - the school is now truly at the heart of the community, providing the means for everyone to engage in lifelong learning.

Church and Oswaldtwistle Rotary Club celebrated their Centenary Year in 2005 and wanted to donate the funds to a local community project. After meetings and discussions and a presentation on RCSP to the financial board of the Rotary Club they agreed to donate towards “Rhyddings Community Resource Centre” at the front of school. They supplied the name plaque for the entrance, picnic benches for the back of the centre, park benches and huge planters for the front. They also planted the flowers!

The project was featured on BBC television as part of the National News highlighting community policing across the country. Granada TV also visited the school and filmed one of the citizenship classes and discussed the project with the school management team. The project was highlighted as best practice in schools and the presenters encouraged other communities to follow the lead of RCSP.

### **The Future**

This project is being sustained by Rhyddings Business and Enterprise School, the local community, The Hope Centre and other partners if and when they are needed. This means that the police have minimal input but all the advantages of the project carry on indefinitely. The foundation of this whole project is the alliance between the generations in the community and the school.

The school has now got strategies in place to deal with the problems that are frequently encountered. They have the full support of the community policing team when needed and vice versa. They do in fact have the support of the majority of the community as well, which has been a hard fought battle but is a growing and rewarding partnership.



### **Appendix A – Crime Statistics for St Andrews Ward**

**Robberies** – We had 5 in 2003, 3 in 2004 and we have not had a robbery in the area since July 2004. (3 of these were for mobile phones).

#### **Robbery**

	Jan	Feb	March	April	May	June	July	Aug	Sept	Oct	Nov	Dec	Total
<b>2003</b>	0	1	0	0	2	0	0	0	0	0	2	0	5
<b>2004</b>	2	0	0	0	0	0	0	1	0	0	0	0	3
<b>2005</b>	0	0	0	0	0	0	0	0	0	0	0	0	0

**Assaults** – Doubled in 2004, which was very disappointing but due to the police getting involved in every incident and every assault being reported. Over the first 5 months of 2005 the numbers slowly dropped and are at an all time low.

### Assaults

	Jan	Feb	March	April	May	June	July	Aug	Sept	Oct	Nov	Dec	Total
2003	1	1	4	2	11	8	1	5	6	1	5	5	50
2004	5	7	11	11	11	11	9	5	13	9	12	9	113
2005	5	1	5	3	9	3	2	0	1	1	3	1	34

**Criminal Damage** – Again incidents increased in 2004 but residents were encouraged to report graffiti and offenders were made to clean up as part of their punishment.

### Criminal Damage

	Jan	Feb	March	April	May	June	July	Aug	Sept	Oct	Nov	Dec	Total
2003	3	7	5	10	22	19	16	9	12	18	14	16	151
2004	8	30	36	18	16	10	12	10	19	18	16	18	211
2005	14	17	18	5	16	14	12	6	9	4	21	13	149

**ASB** – Reports of juvenile nuisance increased in 2004 but once the effects of positive action and investigation were felt they fell to all time lows.

### ASB

	Jan	Feb	March	April	May	June	July	Aug	Sept	Oct	Nov	Dec	Total
2003	5	11	14	16	14	16	8	15	19	24	21	7	170
2004	15	18	31	36	33	19	31	29	23	29	34	34	332
2005	49	52	47	20	8	4	3	6	6	8	2	7	212

**Community Problems** – Initially we saw a rise in the calls, which fits with the pattern seen for other problems however once the residents felt confident to contact the school instead of the police, calls to the police started to drop. Now, the school can deal with anti-social behaviour or less serious incidents appropriately without involving the police.

### Community Problems

	Jan	Feb	March	April	May	June	July	Aug	Sept	Oct	Nov	Dec	Total
2003	2	3	5	1	8	7	12	9	8	8	3	4	70
2004	7	3	8	4	5	4	5	10	6	7	7	3	69
2005	4	2	6	2	5	4	5	2	2	7	4	1	44

