



Crime Reduction & Community Safety Group

Tilley Awards 2007

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, within the stated word limit and ensuring the file size is no more than 1MB. Failure to do so will result in your entry being rejected from the competition.

Completed application forms should be e-mailed to tilleyawards07@homeoffice.gsi.gov.uk.

All entries must be received by noon on **Friday 27th April 2007**. No entries will be accepted after this time/date. Any queries on the application process should be directed to Alex Blackwell on 0207 035 4811. Any queries regarding publicity of the awards should be directed to Chaz Akoshile on 0207 035 1589.

Section 1: Details of application

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

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

Name of one contact person with position and/or rank (this should be one of the authors):
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If known please state in which Government Office area you are located e.g. Government Office North West, Government Office London etc:

Name of endorsing senior representatives(s): Dal Babu

Name of organisation, position and/or 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

Tel:020 82174111

Please tick box to indicate that all organisations involved in the project have been notified of this entry (this is to prevent duplicate entries of the same project):

Section 2: Summary of application

In no more than 400 words please use this space to describe your project (see guidance for more information).

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.

Section 3: Description of project

Describe the project in no more than 4000 words (see guidance for more information in particular Section 7 - judging criteria).

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

Objectives of the project

Tower Hamlets is the fourth most deprived Borough in the country (Source: Census 2001) and in common with many inner city areas crime and anti-social behaviour are a major concern for local residents. In 2006 a survey commissioned by the Metropolitan Police showed that 45% of residents of Tower Hamlets thought that anti-social behaviour had got worse over the last two years, compared to 34% across London. In 2005, 80 ASBOs and 85 Acceptable Behaviour Contracts were issued in the Borough. These are amongst the highest figures in the Metropolitan Police area.

Since 1998 the Metropolitan Police in Tower Hamlets has worked closely with colleagues in the Council, London Fire Brigade and voluntary sector through the Tower Hamlets Partnership Anti-Social Behaviour Action Group, (ASBAG) to reduce anti-social behaviour in the borough. In 2006 evidence of rising levels of concern amongst residents about anti-social behaviour tackling anti-social behaviour was identified as a priority for the borough's Local Strategic Partnership. The borough's Chief Inspector for Communities and Partnership carried out an in-depth analysis of the profile of anti-social behaviour in the borough and on the basis of this analysis he developed a specification for an intervention to reduce anti-social behaviour. This specification highlighted two principle objectives for the intervention:

- Reduce reports of anti-social behaviour across the borough
- Challenge and support young people involved in anti-social behaviour to understand the impact of their actions on their communities and modify their behaviour

Given the profile of anti-social behaviour in the borough, it was decided that the most effective means to meet these twin aims would be to design an intervention to work with young people who were identified by police and partner professionals as being at risk of involvement in the criminal justice system. The intervention would aim to provide a timely intervention to support these young people to modify their behaviour and make positive decisions about their futures.

A model for a leadership course aimed at this target group of young people was therefore developed. The course aimed to:

- Provide young people with challenging opportunities to understand the impact of their behaviour on other people and the space to make a decision to alter their behaviour
- Support young people to develop their self-confidence to control their own behaviour and resist peer pressure situations that appeared to the police and their partners to be at the heart of "gang-related" offences

Tower Hamlets Police also wished to promote a career in the Service amongst the local population. Tower Hamlets has one the most diverse populations 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. The Police and their partners were therefore keen to encourage the borough's young people to consider a future career in the force.

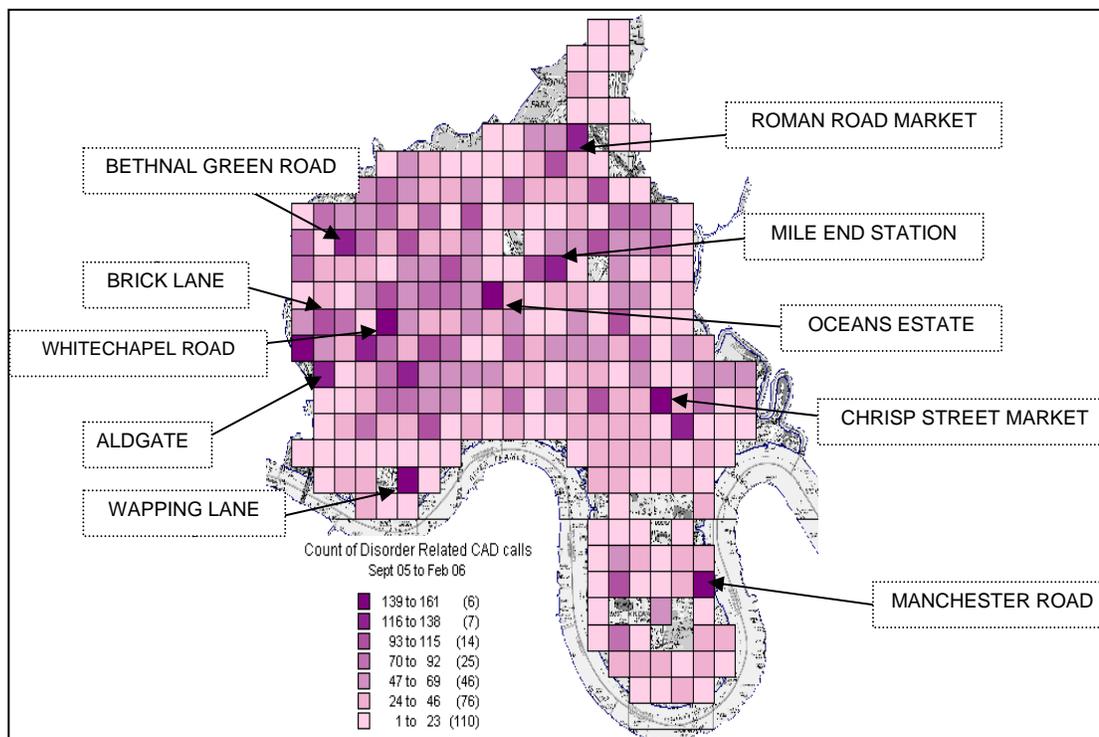
Definition of the problem

Anti-social behaviour profile

An analysis of anti-social behaviour in the borough was undertaken in late 2005 and a problem profile developed. The following key characteristics were identified:

- **Anti-social behaviour was a borough wide issue.** Anti-social behaviour appeared on the lists of public-set priorities of all seventeen of the borough's ward based Safer Neighbourhood Teams. Disorder related CAD

calls for the period September 2005-February 2006 were distributed widely across the borough. Over the previous twelve months Section 60 Orders had been applied to almost all areas of the borough.



- Incidents of disorder were clustered around the borough's Secondary Schools.** Further investigation of this data and incident reports revealed that disorder tended to erupt where groups of young people from different schools met at transport hubs around schools. This suggested that territorialism between groups of young people from particular schools and housing estates was contributing to high levels of anti-social behaviour.
- Anti-social behaviour ranged from graffiti, drug use in public areas to arson and criminal damage.** Building a comprehensive picture of anti-social behaviour in the borough required information and intelligence from a broad range of sources, not simply the Police. Housing estate caretakers, the Council's Community Safety Service, London Fire Brigade, Safer Schools Police Officers and local residents were among those who provided information. This exercise revealed the significant number of services who came into contact with victims and perpetrators of anti-social behaviour.

Data on resident perceptions of anti-social behaviour revealed that while residents in Tower Hamlets were more likely than other London residents to say that anti-social behaviour was getting worse, they were also more likely to report having seen a uniformed police officer in their local area in the last twenty four hours. This finding suggested that an increased policing presence would not solve the anti-social behaviour problem; a more creative solution would need to be found.

Response

On the basis of the problem solving profile a detailed specification for an effective intervention to reduce anti-social behaviour was developed. Given the borough wide nature of the problem and the wide geographical spread of incidents of anti-social behaviour, the intervention was designed to target individuals rather than hotspot locations. Perception data from residents suggested that increased uniformed presence would not have a significant impact on the perception of anti-social behaviour.

Analysis of incidents of youth disorder suggested that groups of young people tended to gather together into 'gangs' based on where they lived or went to school. It was decided that these 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. Young people would also be prompted to look at the consequences of involvement in anti-social behaviour and crime for perpetrators. In this way, the individuals would be encouraged to make informed decisions about their future behaviour and choices. The

course would aim both to challenge young people about their behaviour whilst providing them with opportunities to increase their self-confidence.

Existing best practice

In developing a model for the course, the Partnership drew on existing best practice. The London Fire Brigade's highly successful 'Life Course' had been developed in response to increasing incidences of assaults on fire fighters by local young people. During the week long course, young people took part in challenging programme of training exercises and learned about the situations faced by fire fighters who had to deal with emergencies including arson.

The success of the Life programme had been in providing young people involved in assaults on fire fighters with a unique opportunity to understand the impact of their actions on their victims. At the same time it providing a physically challenging experience for the young people whose self-esteem and confidence was bolstered by the successful completion of the programme.

The pilot model

Drawing on the findings of the problem profile and the lessons from the Life programme three 'Community Orientated Policing' (COP) pilot courses were run between January and November 2006. The core elements of all three pilots were:

- 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 involve individuals judged to be involved in anti- social behaviour or on the fringe of such behaviour
- To offer ongoing support to encourage continued good citizenship through a mentoring scheme

The courses were all week long non-residential courses held at either police stations or community centres in Bow, East London. The courses were free of charge to participants and participants were supplied with uniforms for the week. Safer Schools Officers from the borough's Police force 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 were involved in running particular activities.

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. Activities were devised around five key themes:

- Supporting young people to feel empowered to make positive decisions about their behaviour and resist peer pressure
- Bringing together young people from different schools and areas of the borough
- Demonstrating the potential consequences of crime and anti-social behaviour for both victim and perpetrator
- Providing opportunities for young people to explore opportunities for future employment
- Providing young people with positive role models

Below are examples of the activities that were undertaken in each of these key theme areas:

Workshops:

There were a series of workshops designed to explore the consequences of choices and behaviours. Topics included gang membership, consequences of drug use, guns and knives and life in prison.

The workshops were designed to be hard hitting and to enable participants to reflect on anti-social behaviour and its consequences both on the victim and perpetrator. The sessions were run by a combination of professionals including police, drug outreach workers, 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.

Hendon Police College

A day was spent at Hendon Police College where the mock police station and mock court were used to good effect in

enabling young people to role play scenarios such as stop and search, a firearms incident, custody, a civil and criminal court proceedings. The day was intensive and provided young people with a unique insight into the policing and criminal justice system.

First Aid Training



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.

Visit to Canary Wharf

The group visited Canary Wharf and were shown round some of the offices used by businesses in the Canada Tower complex. Staff from Canary Wharf provided information and careers advice and encouraged the course participants to consider the employment opportunities available within Tower Hamlets. The visit also involved a team surveillance exercise around the complex; prizes were awarded to the winning team.

Team work

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.

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.



Making the course appealing to young people

Advertising flyers were produced and made available for all partner organisations to distribute to suitable candidates. Colour brochures and literature were produced for professionals working with young people.

Young people with challenging antisocial behaviour made up the majority of the group, although each course also took on a limited number of young people with an existing interest in policing. By bringing the two groups together the organizers made it clear that the course was not a punishment, nor was it a reward for bad behaviour, rather it was an opportunity to explore the causes and consequences of anti-social 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.

Evaluation

Value for money

Each week costs around £6,000. This paid for 20-25 young people to go through the course and is funded by Tower Hamlets Partnership. The main costs were uniform, venue hire, outdoor activities and food. A small amount of this budget was set aside to fund a follow-up mentoring programme. The cost of each course is offset against the cost of submitting an ASBO application. A lot of the youths sent on the course would have received an ASBO. After the process of submitting an ASBO application has gone through Tower Hamlets Partnership legal department and then to Magistrates Court, the cost for each submission is between £2,500 and £3000. Compared with the cost of £6000 for a course involving 20-25 young people and the benefits that they receive the financial and social benefits are obvious.

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.

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.

Results

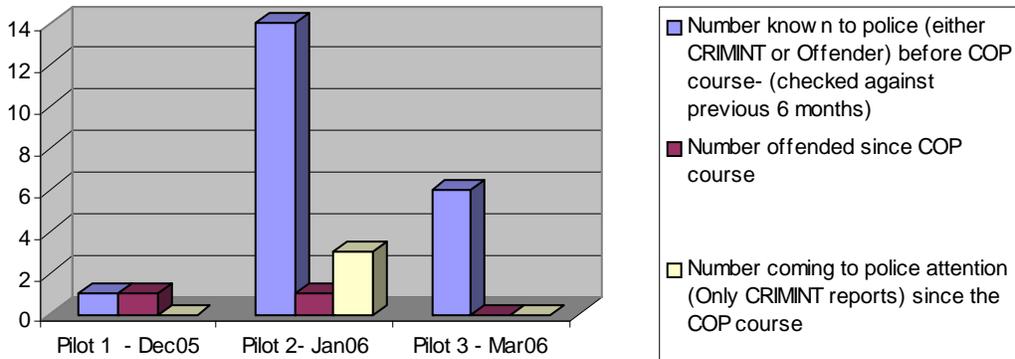
In evaluating the COP courses focused on the twin objectives of:

- Reduce reports of anti-social behaviour across the borough
- Challenge and support young people involved in anti-social behaviour to understand the impact of their actions on their communities and modify their behaviour

The results of the pilot programmes were startling. Year to date figures for the number of youth disorder related CAD calls showed a decrease of 295 in the calls between November 2005 and November 2006. The Safer Schools 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 in the six months previous to the course to those coming to the attention of the police through intelligence reports afterwards.

The results of the second pilot course revealed the considerable impact the intervention had had on an extremely challenging group of young people. 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.

Number Known to Police (Before and After Course)



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.

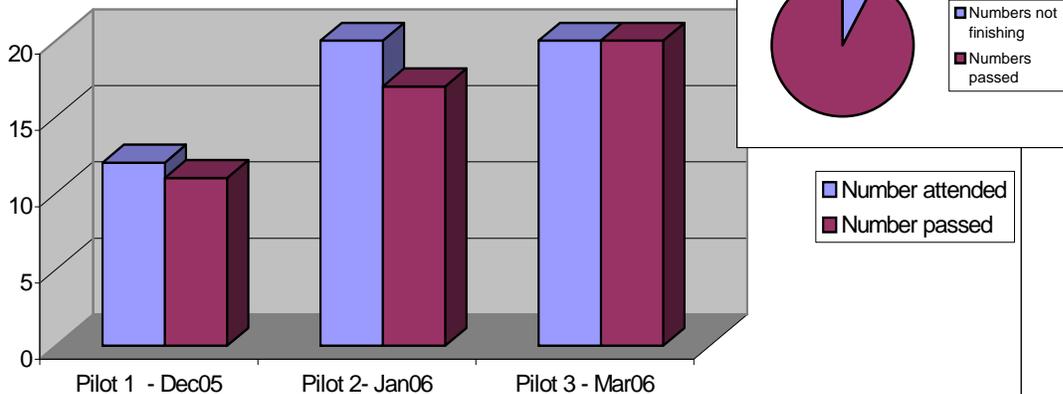
Diversity of attendance (total over 3 courses)

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

40% female, 60% male.

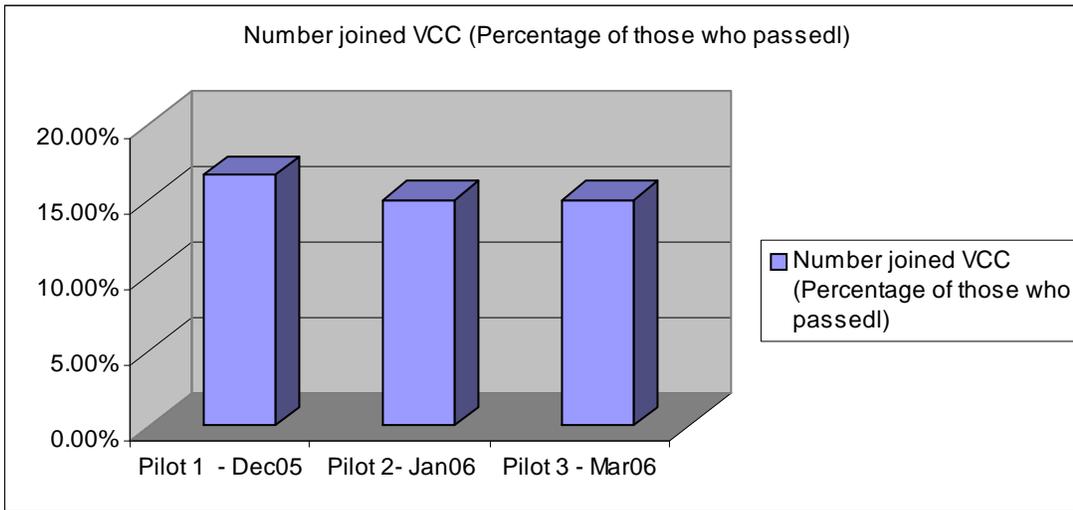
This reflects the demographics of Tower Hamlets.

Course Attendees



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

The number of course participants who went onto join the Police Volunteer Cadet Corps was also monitored as an indicator of success in encouraging more young people to join the police force in the future.



15% or more of those taking the course have enrolled and regularly go to the Corps. 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 success of the pilot courses in meeting the original aims is clear. However the impact of the courses is perhaps best understood through an assessment of case studies. The Safer School Officers worked with colleagues to build up a robust picture of the qualitative impact of the courses on individual participants. Below are three examples of their findings:

Case Study 1 : Swanlea School - December 2005 Course:

Two Asian male students (16yrs) from Swanlea School were part of local gangs and had been referred to the Behaviour Unit at the school. They were getting in to trouble at school and concerns were raised by their teachers that they would get in to trouble outside of school. The Safer 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 very helpful and they liked the outdoor centre experience. They liked the course so much that they both started to attend the police cadets. Their behaviour has improved in school and the students are no longer supervised by 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 was 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 with his friends. The Safer 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 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 monitored by the Behaviour Unit but his behaviour with other pupils and teachers has improved immensely. His punctuality and attendance have improved.

Case Study 3: Morpeth School - January 2006 Course:

A letter of appreciation was 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".

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 made a commitment to work with the Police to secure future funding for the programme.

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 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 places for all participants on an ongoing mentoring programme to ensure that the young people continue to be supported to make positive choices about their futures. Other London boroughs have expressed an interest in this scheme with a view to rolling it out Met wide.

Section 4: Endorsement by Senior Representative

Please insert letter from endorsing representative:

I write to endorse the good work carried out by Tower Hamlets Borough and its' partners over the last year in tackling anti-social behaviour within the borough.

Youths were identified who would otherwise have followed a life of crime and disorder. The COP course was intended

to provide the young people with challenging opportunities to understand the impact of their behaviour on other people and the space to make a decision to alter their behaviour and also to support and encourage them to develop their self-confidence to control their own behaviour.

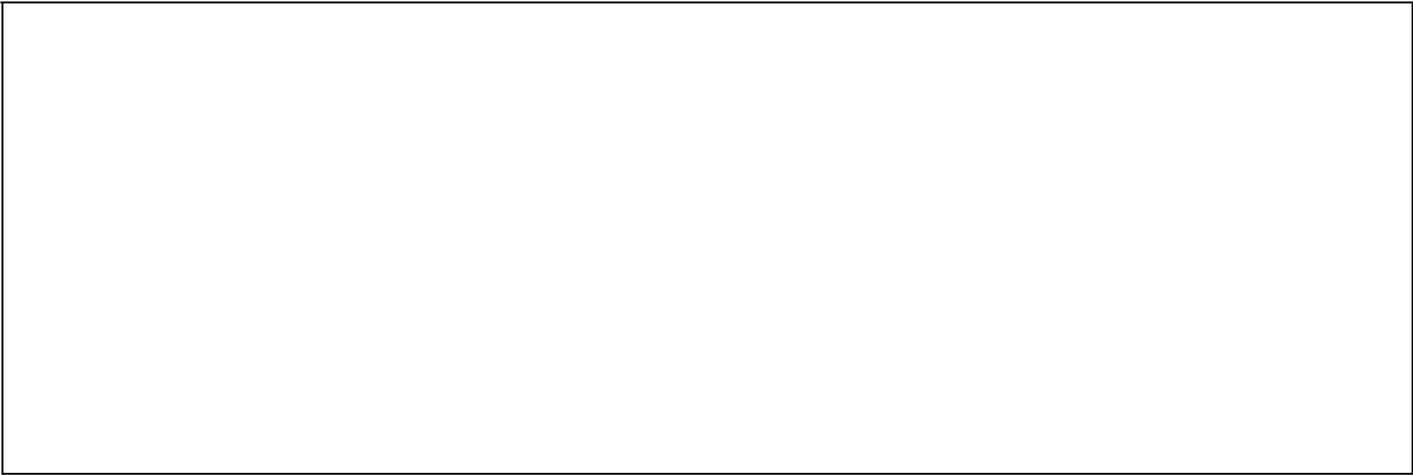
These youths were identified as possible ASBO subjects. Sending them on the COP course has enabled them to experience team work and develop moral values. The cost of a course for 20-25 youths is in the region of £6000, however each ASBO application costs around £2,500 - £3000. Multiplied 20 times and the possible financial burden to all partners is unsustainable, partnered with this is the reduction of youth related cad calls thus improving the quality of life for the local community.

Winning this competition will reflect how all partners have worked together with young people and the improvement in behaviour of these young people is reflected in their communities.

I must highlight that the COP course continues to run and is still receiving funding from all partners. There is a waiting list from interested parties wanting to enroll on the course. This interest continues to grow at a phenomenal rate, including other London boroughs expressing an interest to set up their own COP course. I think it is a credit to all agencies that have been and still are involved with this initiative.

Yours faithfully,

Dal Babu Superintendent Partnership and Performance



Checklist for Applicants:

1. Have you read the process and application form guidance?
2. Have you completed all four sections of the application form in full including the endorsement from a senior representative?
3. Have you checked that your entry addresses all aspects of the judging criteria?
4. Have you advised all partner agencies that you are submitting an entry for your project?
5. Have you adhered to the formatting requirements within the guidance?
6. Have you checked whether there are any reasons why your project should **not** be publicised to other police forces, partner agencies and the general public?
7. Have you saved you application form as a PDF attachment and entitled your message 'Entry for Tilley Awards 2007' before emailing it?

Once you are satisfied that you have completed your application form in full please email it to Tilleyawards07@homeoffice.gsi.gov.uk. Two hard copies must also be posted to Alex Blackwell at Home Office, Effective Practice, Support & Communications Team, 6th Floor, Peel Building (SE Quarter), 2 Marsham Street, London, SW1P 4DF.