



# Home Office

## Crime Reduction & Community Safety Group

### Tilley Awards 2008 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 [tilleyawards08@homeoffice.gsi.gov.uk](mailto:tilleyawards08@homeoffice.gsi.gov.uk).

All entries must be received by noon on **Friday 25<sup>th</sup> April 2008**. 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.

#### **Section A: Application basics**

1. Title of the project: Pupil Acceptable Behaviour Contract and Parent Contract  
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2. Key issue that the project is addressing link between anti-social behaviour within school and community and school attendance

#### **Author contact details**

3. Name of application author: Craig Marriott
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#### **Secondary project contact details**

8. Name of secondary contact involved in the project: Jo Westaway
9. Secondary contact email address: [joanne.westaway@northlincs.gov.uk](mailto:joanne.westaway@northlincs.gov.uk)
10. Secondary contact telephone number: 07717587158

### **Endorsing representative contact details**

11. Name of endorsing senior representative from lead organisation: Bruno Watson – Safer Neighbourhoods

12. Endorsing representative's email address: Bruno.Watson@northlincs.gov.uk

13. For all entries from England & Wales please state which Government Office or Welsh Assembly Government your organisation is covered by : Yorkshire & Humberside

**14. Please mark this box with an X 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 B: Summary of application** - *In no more than 400 words use this space to provide a summary of your project under the stated headings (see guidance for more information).*

#### **Scanning:**

- 1) Safer Neighbourhoods identify the youths who are causing problems in the community by looking at the calls to service in the catchment area of a particular school.
- 2) Information about crime and areas where there is anti social behaviour is gathered by attending Neighbourhood Watch meetings, residents meetings, talking to the general public.
- 3) The neighbourhoods where the youths live that cause problems are identified using the National Intelligence Model (NIM) and hotspot areas are identified.
- 4) Schools identify pupils who were failing to access the educational opportunities available to them due to their disruptive and unacceptable behaviour and who were therefore failing to achieve their academic expectations.

#### **Analysis:**

There is a growing recognition of the link between anti-social behaviour and the social exclusion of children. This social exclusion starts when the child is young and usually continues into adulthood. Any undertaking that we wanted to put in place we wanted the best long term results.

The youths that we looked at our first meeting had numerous problems that were more than youths truanting.

The problems we encountered were:

Truanting

Dysfunctional Families

Family Deviance (convicted parents or siblings)

Drug and alcohol misuse

Domestic Violence

Sexually Active

Smoking

Bereavement

Socio-economic deprivation (e.g. low family income, poor housing, large family)

Poor Parenting

School Problems (e.g. Low IQ, hyperactivity, ADHD, poor concentration, high psychomotor impulsivity)

Criminally active

Response:

### **Aims and Objectives**

- Reduce the risk of permanent exclusions for persistent unacceptable behaviour;
- Reduce fear of crime and improve the public perception of schools being a safe place;
- Identify specific and repetitive anti-social behaviour concerns;
- Reduce anti-social behaviour (and truancy) within school and consequently the impact within the community by 10%;
- To provide multi-agency targeted support to address issues – needs led;
- Enforce Parental Responsibility and pupil accountability;
- To provide targeted strategies in tackling anti-social behaviour issues – family focused;
- To identify realistic expectations and consequences for breach of contract and continued anti-social behaviour; and
- To deter young people from entering the criminal justice system

### **Assessment:**

Carried out on reduction to calls to service for fire and police  
Reduction of exclusions  
Improved attendance  
Reduction of incidents in and out of school  
Public perception

**State number of words: 367**

**Section C: Description of project** - Describe the project in no more than 4,000 words. Please refer to the full guidance for more information on what the description should cover, in particular section 11.

## **Overview of Pupil Acceptable Behaviour Contract and Parent Contract**

**March 2008**

### **Foreword**

In March 2007, following a number of serious incidents at a Secondary school, including gang assaults; bringing in dangerous weapons (knives) into school and repetitive criminal damage to school property; the Education Welfare Officer and Inclusion Co-ordinator discussed with the Safer Neighbourhoods Officer the most appropriate way forward to tackle the escalating concerns, in a more holistic manner. Further investigations also identified that a specific number of youths were repeatedly causing a variety of problems during school hours. Of added concern was that the youths (who were the top of the Anti-Social Behaviour Teams list) were the same youths targeted as the Education Department's priorities for non-attendance and disruptive behaviour within school.

Because the age of criminal responsibility starts at age 10 this meant we had to focus our attention on pupils of secondary school age i.e. pupils who were aged between 11 and 16 years old.

Although a number of schools in the local area already held Schools Multi-Agency Strategy Meetings to address truancy and behaviour, it was noted that there was nothing to bring together the behaviour concerns of the community and the behaviour concerns of schools.

The first school we talked to was Thomas Sumpter (now Melior Community College) and they already held regular Strategy Meetings. These meetings looked at issues which were not only associated with truancy, but also disruptive behaviour concerns within the school. We discussed the concept of introducing "acceptable behaviour contracts" with the Deputy Head as a means of addressing and monitoring anti-social behaviour. This was accepted as a positive step forward.

It was important that what was introduced would be SMARTER, i.e.

**Specific**  
**Measurable**  
**Achievable**  
**Realistic**  
**Time bound**  
**Evaluated**  
**Reviewed**

In order for these contracts to be effective the student must understand that any breach would have a consequence for the student. These contracts would be called "Pupil Acceptable Behaviour Contract" (PABC). It was agreed that any breach of a PABC by the pupil would mean the pupil would carry out some form of community service. In conjunction with the PABC contract there would also be a Parent Contract. The Parent Contract would highlight appropriate levels of intervention in order to support the child in making positive life choices. It would identify parents need to accept support from other agencies in order to address issues, rather than simply identifying parents as "bad parents". NB This document refers to Parents and Family's; this could be the Local Authority or any other Carer of the child with parental responsibility.

Both contracts aim to engage the family in tackling the young person's anti-social behaviour in a positive, supportive way and to provide the family with access to the skills and knowledge base to do so. Consequences for both parents and pupil for failing to address the behaviour issues and expectations will be clearly outlined and realistic time limits put into place. In addition, truancy

would continue to be addressed by the Education Welfare Officer via the appropriate legal sanctions supported by via multi-agency approach.

The School Multi-Agency Strategy Meeting provides a targeted focal point for effective multi-agency working and identification of concerns. Representatives from the following agencies will be invited to attend the meetings:

Education  
Health  
Police  
Safer Neighbourhoods  
Youth Service

### **Identification**

Initially the problem was looked at using the **SARA** process – i.e. identifying and solving the underlying problems within communities rather than simply responding to individual incidents. There are four stages to the **SARA**

**Scanning** where problems are identified using local knowledge and data from a wide range of organisations.

**Analysis** where the data is used to identify the causes of those problems.

**Response** where the solutions are devised for the problem using situational and social approaches

**Assessment** looking back to see if the solution worked and what lessons can be learned.

### **Scanning**

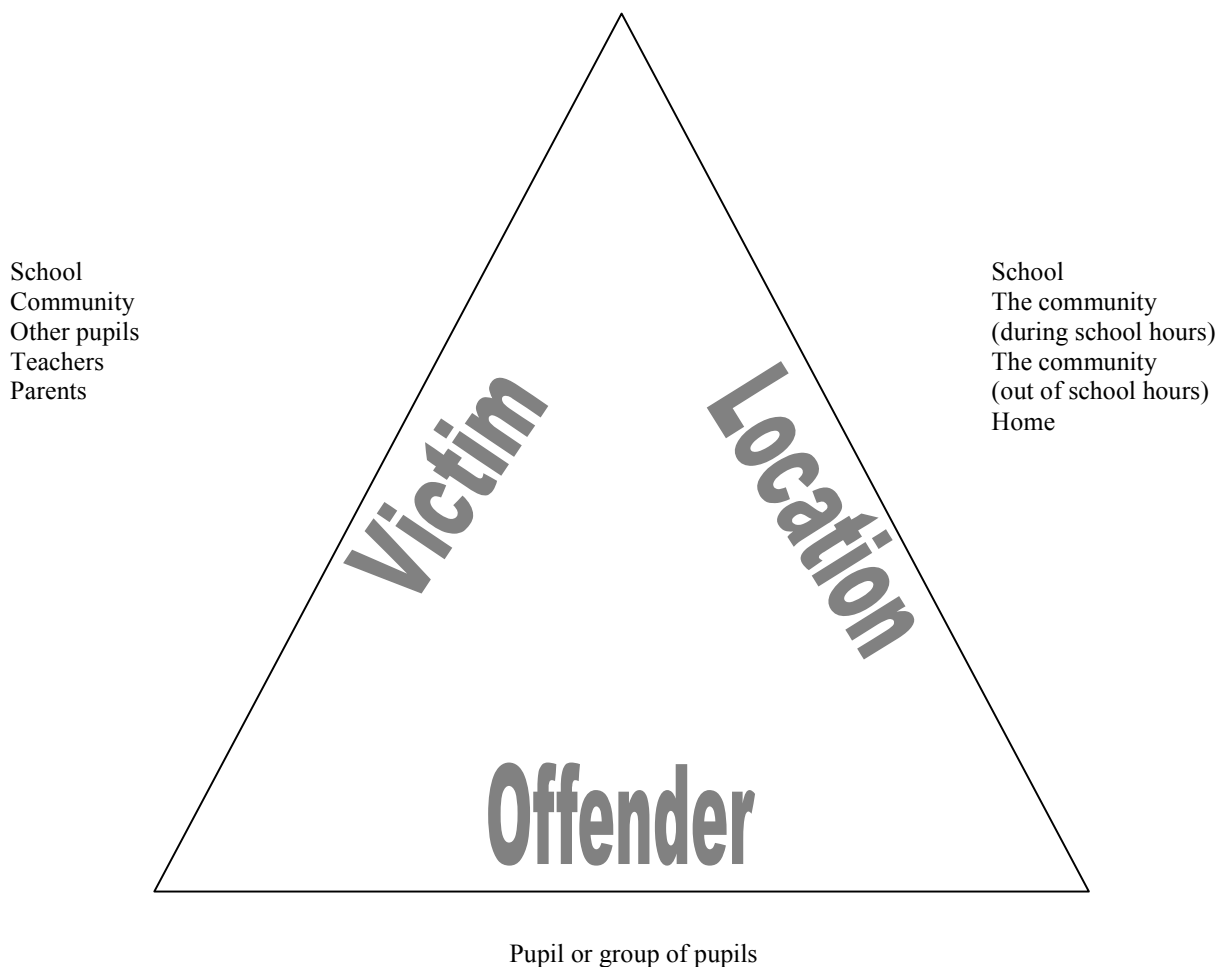
The scanning phase is used to identify the problem:

- 1) Safer Neighbourhoods identify the youths who are causing problems in the community by looking at the calls to service in the catchment area of a particular school.
- 2) Schools identify pupils failing to access the educational opportunities available to them due to their disruptive and unacceptable behaviour and who were therefore failing to achieve their academic expectations.

## **ANALYSIS**

A diagram known as the Problem Analysis Triangle (**PAT**) is used to analysis the problem. It is a widely held view that for an offence to occur, an offender, a suitable victim and a suitable location are present. If one of the factors is removed then the offence cannot take place.

Fig 1



## **RESPONSE**

Any response to the analysis has to fit in with the legal framework to tackle ASB and also the latest government initiative. The response should also have the 7 elements of **SMARTER**.

### **Causes of problem**

Anti-social behaviour (ASB) is defined in the Crime and Disorder Act 1998 as behaviour that is "likely to cause harassment, alarm or distress". In practice this encompasses a wide range of

issues for local communities – from hanging around the streets and making a noise, to committing criminal offences e.g. criminal damage, graffiti, littering and more importantly truancy and a parents failure to secure regular school attendance.

There is a growing recognition of the link between the costs of anti-social behaviour and the social exclusion in childhood.

There are many reasons why a youth carries out anti-social behaviour – some are simple, others more complex. In the past it was difficult to get information about a family and their background, but with the Multi-Agency approach this has become less problematic.

### **Aims and Objectives**

- Reduce the risk of permanent exclusions for persistent unacceptable behaviour;
- Reduce fear of crime and improve the public perception of schools being a safe place;
- Identify specific and repetitive anti-social behaviour concerns;
- Reduce anti-social behaviour (and truancy) within school and consequently the impact within the community by 10%;
- To provide multi-agency targeted support to address issues – needs led;
- Enforce Parental Responsibility and pupil accountability;
- To provide targeted strategies in tackling anti-social behaviour issues – family focused;
- To identify realistic expectations and consequences for breach of contract and continued anti-social behaviour;
- To deter young people from entering the criminal justice system

### **Tactics & Strategies**

#### *Operational tactics and strategies*

- Access police logs and calls to service
- Access School behaviour logs and registration certificates
- Public identified concerns
- Multi-agency referrals – identified targeted support

### **Planning Meetings**

Schools Multi-agency Strategy Meetings (SMASM) provide focus for identifying pupils most at risk of becoming disaffected and consequently disengaged from their educational opportunities. Additionally these meetings target pupils in need and who are possibly most at risk of offending in order to provide an assessment. Once pupils have been identified, specifically targeted multi-agency support/interventions can be activated in order to support the pupil and family when addressing issues

### **Representatives**

Key personnel who are aware of the services available, – key knowledge of local and national agencies and how to access them .

It should be noted that not every agency would be required to attend each meeting –it would be too time consuming and agencies would not be able to commit resources. The main focus will need to target criminal behaviour and address school issues as identified at attendance for SMASM (see fig 2).

The SMASM should always include:  
Social Inclusion Co-ordinator (school)  
Safer Neighbourhoods Officer  
Education Welfare Officer

Other support agencies could be invited to attend on an ad hoc basis, i.e. representatives from the Police, YIP & YISP, Connexions, Children's Social Services, Practical Family Support and Housing Associations.

## Agenda

Central Government has repeatedly stated that one of its key priorities is to tackle Anti-Social Behaviour. Section 444 Education Act 1996 highlighted the offence of failing to secure regular attendance at school of registered pupils. Subsequently the Anti-Social Behaviour Act 2004 provided a framework for addressing this and provided Local Authorities with certain powers to accomplish this. The Violent Crime Reduction Bill 2005 and more recently the launch of the Respect Agenda Action Plan (RAAP) in January 2007 reinforce those powers.

In particular the education-related provision of the Anti-Social Behaviour Act 2004 provides the means for tackling truancy by highlighting the causes of truancy (in relation to its anti-social behaviour impact and activation of Penalty Notices) and consequently the necessary powers to support children back into education. In addition, the RAAP emphasised that support needed to be identified for parents and families through the use of Parenting Contracts and the provision of guidance or counselling programmes in order to address multi-faceted issues.

This provided North Lincolnshire's starting point for the activation of the Pupil Acceptable Behaviour Contracts (PABC) process by highlighting the need to focus targeted measures and support to disengaged, vulnerable pupils who are notably also at considerable risk of engaging in further ASB and youth crime. By diverting pupils from behaviour and lifestyles that may later lead them into the criminal arena *they* can make a major contribution by reducing re-offending and anti-social behaviour.

The use of the PABC in conjunction with Parenting Contracts helps identify, target and support all parties involved, encourages re-engagement of the pupil in the education system and breaks down stereotypical or negative attitudes through multi-agency practices and joint working.

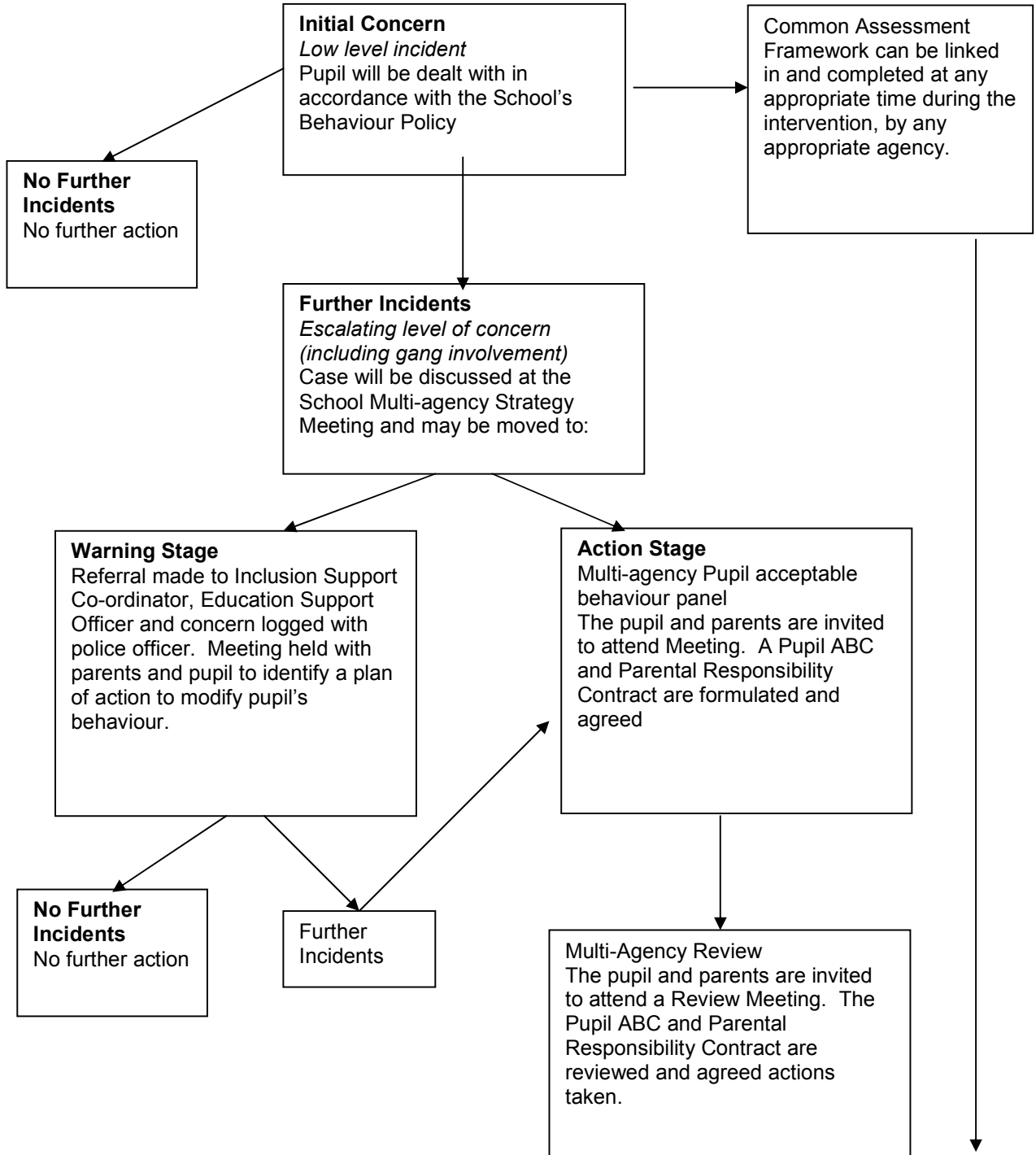
PABC will be activated for repetitive behaviours in school of a criminal nature including:

- Physical assault
- Wilful damage / vandalism
- Truancy & irregular school attendance
- Enticing others to cause disruptive behaviour
- Acts of racial discrimination
- Sexual harassment
- Evidence of Anti-Social Behaviour that is linked between the school and the community



Fig 2

**Pathway of Action**



The names of those youths identified in Fig 2 are then taken to a SMASM and other agencies are asked to provide information about the individual and the family. At the SMASM feedback is to be provided about that individual and their family, which will enable a multi-agency approach to be adopted with a clearer, more rounded idea about why the youth was causing problems both within the school and the community. This knowledge will provide the foundation for identifying more realistic support strategies to address the issues.

A meeting is then arranged for the family or carers and the child and the appropriate agencies invited. During this time the family Common Assessment framework is explained to the family. From the onset and throughout, the Common Assessment is offered to the family. The Common Assessment is completed to determine a child and family's needs in full so that the most appropriate form of action to address these needs can be identified. At the first meeting the family can be wary and so, are not always wanting to share information and so the SMASM has to work on the information they have also the interventions can be very simple and a full assessment is not needed. The Common Assessment can be completed at any time during the intervention and by any partner agency.

The parents will also be offered the Parenting Support Programme, also any internal and external support requirements will be identified. Also at the meeting additional sanctions may be identified for parents which could include actively supporting the school, for example the parents sitting with child in school as well as accompanying the pupil whilst s/he carries out community service in the school as compensation for damage to property. Child In Need status will be considered at the meeting. All contracts are reviewed at regular Panel meetings, which are held on a monthly basis. Contracts may be extended by 4-8 weeks to allow for support to be activated.

It should be noted that any further criminal activities will be pursued through legal processes – including prosecution for criminal offences committed. Requests could be made to the multi-agency Panel (consisting of the heads of service of local agencies). A candidate would be identified and the panel made aware if there is an application for an ASBO or an Acceptable Behaviour Contract (ABC), which could lead to Anti-Social Behaviour Order. In addition, the Penalty Notice and / or Fast-Track prosecution process for irregular school attendance could also be activated.

### **Contracts requirements**

#### Parenting Responsibility

The definition of a “parent” in education law is broader than that of “parental responsibility”. Section 576 of the Education Act 1996 identifies parents as, natural parents, whether they are married or not, any person with parental responsibility (as defined in the Children Act 1989), and has care of a child or young person; which means lives with and looks after the child.

At a lower tier of intervention, many school already use good behaviour contracts to address concerns. At a slightly higher level, Education Welfare Officers also use Action Plans and related Parenting Contracts to address irregular school attendance.

Section 10 of the Anti-Social Behaviour Act 2003 (c38) amended the 1998 Crime & Disorder Act, and additionally highlighted the use of parenting contracts (PC) to address exclusions for pupils under disciplinary grounds for a fixed period or permanently, or for failure to secure the regular school attendance of a child. Section 23 relates to Youth Offending Teams PC, which is identified when a child or young person has engaged in, or is likely to engage in, criminal conduct or anti-social behaviour. The PABC PC's links both these sections together and in particular addresses those pupils as yet not referred to the YOT through the court route – i.e. have not yet been found guilty of such offences. Each contract can be activated when it is believed that a registered pupil has engaged in behaviour connected with the school which has caused or is likely to cause:

- Significant disruption to the education of other pupils or
- Significant detriment to the welfare of the child himself or of other pupil or to the health and safety of any staff; or

- Their behaviour forms part of a pattern of behaviour which (if continued) will give rise to a risk of future exclusions from the school on disciplinary grounds.

The PC also identifies concerns that parental influences are having a detrimental and direct influence upon a pupil's behaviour in school

Pupil Acceptable Behaviour Contract's & Parenting Contract's highlight the parents' responsibility to address their child's behaviour, be it in terms of irregular school attendance, truancy, lack of engagement with the designated educational provision, or anti-social behaviour which are specifically detrimental and disruptive of other pupil's ability to engage and achieve.

Contracts for both pupil and parents support this re-engagement and carefully break down any stumbling blocks that may prevent successful completion. This balanced approach of identification, prevention, and opportunities for rehabilitation provides a stronger, clearer message to addressing the issues of ASB for a community at large. It allows ownership not only for the perpetrators and their families, but also local authority partnerships: police, schools, housing, Safer Neighbourhoods, Education, YOT, and Children's Social Services.

PABC and PC will additionally offer a Parenting Support programme, guidance and strategies in order to address specific issues.

### **Strategies for breach of contract**

- Identify Community Service provision
- Alternative educational packages
- Activation of legal consequences – Penalty Notices (education), application for Parenting Orders, prosecution for failing to secure regular school attendance, Fixed Penalty Notices via Neighbourhood Response Team

The PABC and Parenting Contract form part of a preventative strategy and are applied on a voluntary basis. They contain a signed statement identifying that a parent/guardian/carer agrees to comply with the requirements of the contract and clearly highlight which behaviours need to be addressed and eliminated, and how this will be achieved. The contract additionally carries a time limit for expected positive outcomes – not less than 4 weeks during school term time.

Interventions and support are identified and made available for both pupil and parent. This may take the form of a Nurturing Parent or Parenting Support programme and includes guidance and strategies to motivate the pupil in order to eliminate the negative behaviours. This too is on a voluntary basis but emphasis is placed on changing the unacceptable behaviour patterns.

However, if a parent fails to comply with a Parenting Contract, an application can be made to the Courts for a Parenting Order. Parenting Orders (Section 20 of the Anti-Social Behaviour Act 2003 – parenting orders in case of exclusion from school) differ from Parenting Contracts in that they relate directly to a parent's lack of commitment to address their child's persistently unacceptable behaviour - which has placed the child at risk of exclusion from school for a fixed or permanent period on disciplinary grounds.

The application for a Parenting Order may well be granted if it is considered that the making of such an order would be in the best interest of the pupil in order to improve his/her behaviour. The Court will also take into account the failure of the parent (without reasonable excuse) to attend a reintegration interview as defined under section 102 of the Education and Inspections Act 2006 (Reintegration Interview in Case of Fixed Period Exclusion).

## **Way Forward**

Conference Day :

A day celebrating the success of the project and the positive changes that have been made. Reinforced by providing the opportunity to present certificates to successful pupils and encourage positive feedback.

Parents and pupils from past and present on PABC's invited to discuss success / impact of contracts. Pupils to help with displays and presentations of workshops and activities identifying the impact of any ASB on their own families and within their communities > Respect Agenda.

Use of a mock police cell / prison cell and video's of ASB – including those taken of pupils who were placed on contract (with permission)

Pupils already offered to do short sketches including being arrested and fingerprinted. Not about dictating and preaching but encouraging positive participation.

Possibly invite shopkeepers from local shopping Precinct to discuss how they have felt with ASB in the area and encourage group discussions.

School to host and participate along with Police, Safer Neighbourhoods, YOT, Housing Associations, Education Welfare, and Practical Family Support.

Roll out programme to other schools.

## **CASE STUDYS names are changed to remain confidential**

PUPIL ACCEPTABLE BEHAVIOUR CONTRACT: CASE STUDY M

Year 9 male pupil aged 13 years; school refuser, ASB concerns within the community and school, leading to aggressive and confrontational behaviours. New starter, result of an assisted move from previous school for disruptive behaviour.

**Behaviour pattern** – refusal to co-operate if routines change or are not specifically explained with clear consequences. Regularly physically removed from school premises and on occasion handcuffed by Safer Schools Police Officer due to continually disruptive, violent and aggressive behaviour. If he felt an injustice had taken place or he was incorrectly accused, he became aggressive and unable to move forward.

At serious risk of total disengagement from education and society at large, due to refusal to engage.

Parents initially weak, uncooperative, resorted to bribery, failing to recognise neither son's or own responsibility in addressing behaviour concerns.

Criminal Offences

Truancing - Often escorted onto school premises by parents, but refused to get out of car.

**Attendance** Sept 2006 – July 2007 **63.8% 55 truancies** – activation of Fast Track Prosecution process.

21 Behaviour points for school – and continuing to escalate.

### **Calls to service:**

24/09/06 **Burglary,**  
15/10/06 **Assault, harassment**  
20/03/07 **Harassment, alarm or distress**  
19/03/07 **Theft**

Concerns identified by Neighbourhood Watch Groups and Resident Associations.  
Assault and intimidation of public transport and subsequently lifetime ban from all public transport by bus company.

Initial PABC activated 16 May 2007 – attendance 55.5% 55 trancies

### **Interventions**

Parents attended schools Parenting Programme  
Family finally agreed to Every Child Matters Forum - Common Assessment and activation of Child In Need status > full multi-agency approach and support offered from:  
Parent Partnership  
SEN Dept – supported exceptional funding  
Children's Social Services allocated Interventions Support Team (IST) social worker,  
Youth Offending Team  
Alternative Education packages explore = Darley Centre (Assessment)  
Public transport and lifetime ban lifted.

### **Close of Case**

Attendance – no further absences - closed July 2007 – prosecution processes not activated  
No calls to service from police  
No further Neighbourhood concerns  
IST successfully closed case  
YOT interventions closed  
Parent Partnership > minimal intervention advice only

### **PUPIL ACCEPTABLE BEHAVIOUR CONTRACT : CASE STUDY S**

Year 10 female pupil aged 14 years, irregular attender with high rates of truancy.

Part of a girl gang and portrayed as “queen bee” when in fact is actually the one who does as instructed. ASB concerns within the community and school, aggressive, confrontational and intimidating behaviours.

**Behaviour pattern** – including physically threatening to female members of staff. Engages in bullying & intimidation of peers as part of a “girl gang “; also part of group who brought knives into school in order to assert own superiority.

At serious risk of permanent exclusion / alternative provision persistent lack of engagement and ASB.

Split family, dad alcoholic, lives with mum who has very supportive partner. Mum actively seeking support and way to remove negative peer pressure in order to allow daughter to re-engage and see error of ways.

### **Criminal Offences**

Internal & external truancy. Intimidation & harassment of peers and school staff. Threatened use of weapon. Serious damage to school property (girls toilets vandalised and graffiti) resulting in warning being issued via police and possible prosecution for damage caused.  
Underage drinking, queried drug use.

**Attendance** 16 May 2007 **83.4% 25 trancies 14 lates** – activation of 12 week Fast Track Prosecution process for failing to secure regular school attendance of child.

18 Behaviour points for school – serious disruptive behaviour. High end achiever > A-C; failing to reach potential.

### **Calls to service**

Concerns identified by Neighbourhood Watch Groups and Resident Association – part of Westcliffe Precinct “gang” causing general intimidation, noise nuisance and vandalism on Precinct.

Regular “stop & talks” from police including searches for suspected drug & alcohol possession.

Initial PABC activated 16 May 2007 – attendance 83% 25 trancies 14 lates

### **Interventions**

Restorative Justice with all parents and pupils’ involved

Attended schools Parenting Programme

Pupil attended targeted “gang membership” intervention sessions highlighting bullying, self respect, sex & relationships, risk taking behaviours; consequences / interventions

### **Close of Case**

Attendance – no further absences or lates – closed 25 Sept 2008 100% attendance – prosecution suspended.

Remained in mainstream education and entered for all examinations at grade A – C level

No calls to service from police

No further anti-social behaviour Neighbourhood concerns.

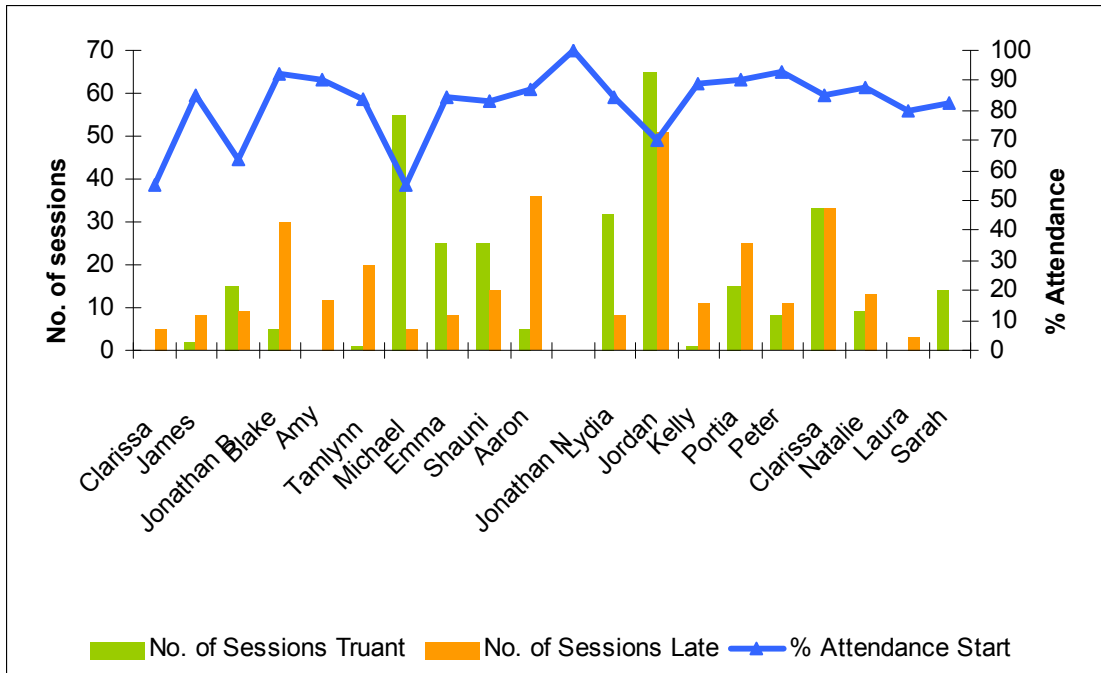
The project has been evaluated by taking into account school attendance including trancies and late; calls to service –6 months prior and during contract; parental and agency request for support.

<b>Student Name</b>	<b>No</b>	<b>Start date for contract</b>	<b>End date of contract</b>	<b>% Attendance Start</b>	<b>No. of Sessions Truant</b>	<b>No. of Sessions Late</b>	<b>% Attendance End</b>	<b>% Variance</b>	<b>No. of Sessions Truant</b>	<b>No. of Sessions Late</b>
Clarissa	1	03/10/2007	11/02/2008	55	0	5	98	77%	0	4
James	2	04/06/2007	21/09/2007	85	2	8	100	18%	0	0
Jonathan B	3	13/02/2008	26/02/2008	64	15	9	63	-1%	1	0
Blake	4	13/02/2008	27/02/2008	93	5	30	92	0%	0	0
Amy	5	14/12/2007	08/01/2008	90	0	12	90	0%	0	0
Tamlynn	6	03/12/2007	13/02/2008	84	1	20	84	0%	0	12
Michael	7	16/05/2007	20/07/2007	56	55	5	61	9%	0	0
Emma	8	19/04/2007	20/07/2007	85	25	8	84	-1%	16	1
Shauni	9	16/05/2007	25/09/2008	83	25	14	100	20%	0	0
Aaron	10	16/05/2007	17/07/2007	87	5	36	78	-10%	0	2
Jonathan N	11	28/09/2007	08/02/2008	100	0	0	70	-30%	2	1
Lydia	12	16/05/2007	18/09/2007	84	32	8	100	19%	0	0
Jordan	13	11/06/2007	11/02/2008	70	65	51	96	36%	2	11
Kelly	14	14/12/2007	08/02/2008	89	1	11	100	13%	0	2
Portia	15	16/05/2007	03/12/2007	90	15	25	58	-36%	15	9
Peter	16	16/05/2007	24/09/2008	93	8	11	92	-1%	0	0
Clarissa	17	16/05/2007	27/09/2008	85	33	33	88	3%	2	0
Natalie	18	19/04/2007	18/09/2008	88	9	13	89	1%	0	2
Laura	19	03/10/2007	12/12/2007	80	0	3	78	-2%	0	5
Sarah	20	19/04/2007	03/12/2007	82	14	0	59	-28%	10	9

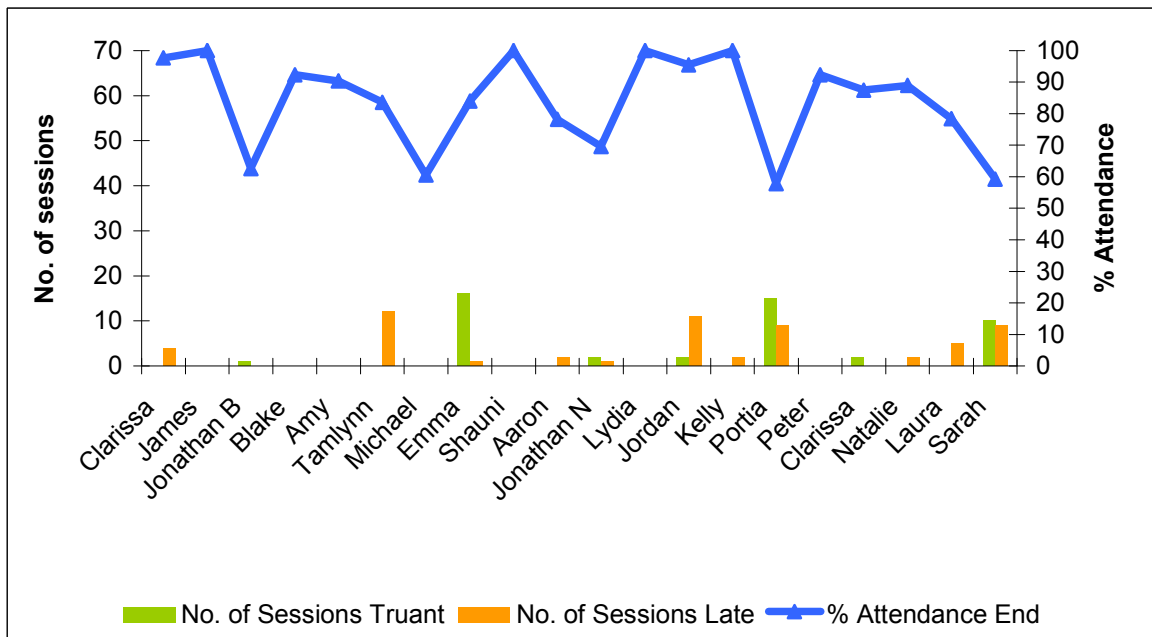




Pre Contract



During Contract – Conclusion



**State number of words used: 3996**

**Section D: Endorsement by Senior Representative - Please ir representative, this will not count towards your word or 1MB size**



**Our Ref:** SM/Tilley

**Date:** 30 April 2008

**The Safer Neighbourhoods Partnership  
Shelford House  
Shelford Street  
Scunthorpe  
North Lincolnshire, DN15 6QB**

**This matter is being dealt with by:**

**Stuart Minto**

Head of Safer Neighbourhoods

Tel: 01724-275326

Fax: 01724-275377

**Email:**

**stuart.minto@northlincs.gov.uk**

Tilley Awards 2008

Dear Sir/Madam

**Safer Schools Project – Tilley Awards 2008**

I am happy to fully endorse this project and to be put forward for the 2008 Tilley Awards. The initial project was an excellent example of partnership working and local problem solving. The project has had a major contributing factor to the reduction in crime and antisocial behaviour.

Overall this project has provided a framework for and early identification tool for multi agency working within individual communities. It has allowed services, pupils and parents to work together in order to increase the life chances of those at risk of becoming disaffected adults.

The development of the project from a simple conversation between officers in a local school, to a fully sustainable project, which is being rolled out across North Lincolnshire, is testament to the hard work and enthusiasm of those involved.

**Yours sincerely**

A handwritten signature in black ink, appearing to read "Stuart Minto". The signature is written in a cursive, flowing style.

Stuart Minto

### **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 e.g. civil or criminal proceedings pending in relation to your project?
7. Have you inserted your project name as a footer note on the application form? Go to View-Header and Footer to add it.
8. Have you saved you application form as a word document and entitled your message '**Tilley 08 entry (followed by project name in brackets)**' before emailing it?

Once you are satisfied that you have completed your application form in full please email it to [Tilleyawards08@homeoffice.gsi.gov.uk](mailto:Tilleyawards08@homeoffice.gsi.gov.uk). One hard copy must also be posted to Alex Blackwell at Home Office, Effective Practice & Communication Team, 4th Floor, Fry Building (SE Quarter), 2 Marsham Street, London, SW1P 4DF and be received by 25<sup>th</sup> April 2008.