



# Home Office

## Crime Reduction & Community Safety Group

### Tilley Awards 2009 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 [tilleyawards09@homeoffice.gsi.gov.uk](mailto:tilleyawards09@homeoffice.gsi.gov.uk).

All electronic entries must be received by 23:59 on **Thursday 30<sup>th</sup> April 2009**. No entries will be accepted after the 30<sup>th</sup> April. Receipt for the additional two hard copies is extended to the 5<sup>th</sup> May due to variance in postal delivery.

Any queries on the application process should be directed to Alex Birtwistle on 0207 035 4811.

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

1. Title of the project: Charlton Athletic Social Inclusion Programme

2. Award category:

National.

3. Key problem that the project is addressing:

The identified problem was re-engaging 'at risk' young people in areas highlighted by the Indices of Multiple Deprivation (IMD). The project sought to address a number of problems such as school exclusion rates, school attendance rates, high numbers of those refusing Physical Education (PE) and reports of Anti Social Behaviour (ASB) and youth crime within the community.

4. Category of entry (please select which priority element the project addresses from the list on the Effective Practice Database

Building Safer Stronger and Flourishing Communities.

### **Author contact details**

5. Name of application author: Inspector Terry Newman Kent Police.

6. Name of organisation submitting the application: Kent Police

7. Full postal address:

Partnership & Crime Reduction  
Kent Police Headquarters  
Sutton Road  
Maidstone  
Kent  
ME15 9BT

8. Email address: [terry.newman@kent.pnn.police.uk](mailto:terry.newman@kent.pnn.police.uk)

9. Telephone number: 01622 653207 & 07800 675373

**Partnership agency lead contact details**

10. Name of secondary contact from the lead partnership agency contributing to the project:

11. Name of partnership organisation: Charlton Athletic Community Scheme Solutions (CACT), a registered charity.

12. Secondary contact email address: [alan.dennington@cafc.co.uk](mailto:alan.dennington@cafc.co.uk)

13. Secondary contact telephone number: 01474 364020

**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:**

The identified problem was re-engaging 'at risk' young people in areas highlighted by the Indices of Multiple Deprivation (IMD). At a macro level, high IMD areas within Kent were identified, but at micro level it was recognised that each ward had its own particular problems. The project sought to address a number of problems such as school exclusion rates, school attendance rates, high numbers of those refusing Physical Education (PE) and reports of Anti Social Behaviour (ASB) and youth crime within the community.

**Analysis:**

The problems were created by a combination of underlying issues of boredom, at risk and exclusion. This often led to young people congregating in groups causing high levels of ASB, underage drinking violence, criminal damage and general disregard for these areas. This resulted in increased residents' perception of fear of crime. Analysis of this problem suggested that crime and the perceptions of crime could be impacted upon by:

- Providing suitable places for young people to meet and socialise within a controlled environment.
- Introducing an educational support programme for young people who had social issues.

Our objectives sought to and achieved:

- A reduced exclusion rate in 2000 pupils identified at risk
- An increase in school attendance by 4%
- A decrease the number of PE refusers by 25%
- A reduction in ASB reports from those wards where the sessions were running by 25%
- A sense of community responsibility

**Response:**

Multi-agency steering groups were set up so that the relevant data could be shared. This soon became a community project by involving the local communities and councils. Areas were identified where football-training sessions could be set up on areas appropriate playing fields and open places. This ensured that young people were attracted to a central place, away from usual gathering places, where they could meet in a supervised environment with trained football coaches.

Significantly, the delivery was not restricted to football but provided a wide variety of activities and programmes designed to engage young people, including outreach to the homeless, asylum seekers and young offenders. These activities included life skills programmes, teenage pregnancy awareness, fishing, first aid, boxing, basketball, dance and one to one mentoring.

**Assessment:**

The scheme was evaluated by Canterbury Christ Church University which has shown extremely strong qualitative evidence that the scheme led to a 27% aggregated reduction of ASB on the estates where the sessions took place.

**State number of words: 400**

**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.**

**Scanning:**

The identified problem in 2006 was re-engaging 'at risk' young people in areas highlighted by the Indices of Multiple Deprivation (IMD) which combines a number of indicators, chosen to cover a range of economic, social and housing issues, into a single deprivation score for each small area in England. 'At risk' is considered to be school exclusions, engaging in Anti-Social Behaviour (ASB), youth crime and other risk taking behaviour that has potential negative consequences for the individual or the wider community.

At a macro level, high IMD areas within Kent were identified, but at a micro level it was recognised that each ward had its own particular problems. To support identification of the problem, Police / CDRP statistical data along with session retention records, school exclusion data, school behavioural and record of achievement data and the Home Office-designed 'Substance Project Reporting System' measuring the Every Child Matters outcomes, created a comprehensive assessment. Through consultation with local community groups, outreach workers, community wardens and most importantly the target groups, engagement programmes were put in place to confirm the problems of ASB existed. This process also allowed consultation in identifying the validity of any potential responses to promote social responsibility, encourage consequential thinking and raising aspirations.

There is clearly further criminal consequences resulting from high levels of 'at risk' young people, as they can often get drawn into other area street based ASB, crime and disorder, a view supported by practitioners and criminalists alike. Therefore, the stakeholders were statutory (Crime & Disorder Reduction Partnerships, Police, Fire & Rescue Service, County Councils, Youth Service, YOS PCTs etc.) and non statutory such as housing, outreach groups, victims and offenders of crime, the community and the young people themselves.

**Analysis:**

To design a countywide programme to address objectives would have been misguided. To identify and measure the extent of the real problem presented above, in 2006 each district in Kent & Medway multi-agency steering groups were set up so that the relevant data to the particular area / problem could be identified. Steering group members included CDRPs Housing Associations, Youth Service and other support groups. The steering groups were dual-purpose:

- to bring particular agency problems to the attention of other partners who were working towards similar agendas, and
- to use the combined knowledge and skill-set of the group to provide solutions.

Analysis identified that the real problems were created by a combination of underlying issues of boredom, at risk status and exclusion of young people. This often led to young people congregating in groups, at key locations, causing high levels of ASB, underage drinking violence, graffiti, criminal damage and general disregard for these areas. This resulted in increased residents fear and perceptions of fear of crime as identified by community surgeries. Further analysis of this problem suggested that crime and the perceptions of crime could be impacted upon by:

- Providing suitable places for young people (victims/offenders) to meet (location) and socialise within a controlled environment (capable guardians).
- Introducing an educational support programme for young people who had social issues.

Under achievement, truancy and exclusion from school were prevalent in the identified areas. Data taken from the Kent Police incident System for Tasking and Operational Resource Management (STORM) suggested the most appropriate time for diversionary sessions was between 3pm-8pm. This was validated by the partners mentioned who were stakeholders in addressing crime and ASB, whilst also cross referencing with the Kent Crime & Victimization Survey.

Having engaged with both the young people and partners, it was clear that previous tactics had not worked in

engaging them away from their meeting places within the community. Young people did not want to engage with what was available due to the nature of the activities and time/locations. This is supported by Home Office research regarding the availability of local and accessible youth activities at key times of the week. Using Cohen and Felson (1993) Routine Activity Theory, the young people would act in an anti social way due to their choice of environmental locations and lack of capable guardians. Partners fully support environmental design and enforcement; however this has only impacted on the symptom temporality or moved the problem elsewhere.

Having analysed the cause and symptoms of the problems above, knowing what these young people wanted, coupled with previous engagement tactics such as outreach and engagement with hard to reach groups, the steering group sought to set clear objectives and performance measurements. Targets were to:

- reduce exclusions rates in 2000 pupils identified at risk
- increase 'in school' attendance by 4%
- decrease the number of PE refusers by 25%
- reduce ASB reports from those wards where the sessions were running by 25%
- create a sense of community responsibility

If partners achieved these targets, they believed that the inclusion and positive activities that young people wanted would reduce the ASB, disorder and fear of crime mentioned previously for the longer term.

### **Response:**

Steering groups took ownership of the problems and responses by implementing a range of local solutions. Partnerships flourished and included:

Home Office  
Police  
Kent County Council  
Kent Fire & Rescue Service  
Charlton Athletic Community Trust (CACT)  
Kent Football Association  
The Football Foundation  
Network Rail  
Local CDRPs and Steering Groups  
Housing  
Youth related partners

Agencies came together creating specific partnerships such as the Kent Partnership and the London Partnership, which were formed to monitor and support the project. This culminated in the signing of the 'Partnership Agreement', with the objective of 'Building Safer, Stronger and Flourishing Communities, by supporting collaboration across Kent'. This added an extra element by assisting in developing and enhancing the project by raising awareness amongst communities and other agencies, thus assisting in support and resource planning.

Mindful of sustainability of this project that was initially founded to support young people, it became a community project, encompassing the areas by involving the local communities and councils. To remain flexible within the wards, the project could be moved to other locations, days/time that were suffering similar issues identified above.

After liaising with the young people and partners, appropriate areas were identified where Charlton football-training sessions could be set up on areas such as playing fields and open places. This ensured that young people were attracted to a central place away from usual gathering places, where they could meet in a supervised environment with trained football coaches. These areas also attracted both young males and females, where partner agencies would also attend the sessions to support, engage and build relationships with young people.

The steering group identified key targets areas and groups to deploy the schemes, which involved extensive coaching within estates and wards, as well as within schools across the Kent. Identification for coaching also took place in alternative curriculum programmes and pupil referral units, targeting young people who for various reasons had become disengaged from mainstream education. Significantly, the delivery was not restricted to football but provided a large number of various forms of activities and programmes designed to engage young people including

outreach to the homeless, asylum seekers and young offenders. These included life skills programmes, teenage pregnancy awareness, netball, basketball, fishing, first aid, boxing, dance, one to one mentoring. Partners had to be cognisant of the needs of all stakeholders and the young people when delivering new activities and outreach work. To address the educational issue, schools across Kent and South East London agreed to take part in a project involving Charlton coaches and coordinators, who brought a wide range of experiences to the scheme. Consultation was key to ensuring that tailored responses were flexible depending on the profile of the group, locations and funding. New ways of working between partners also included using this response to other wards that were experiencing similar emerging issues.

Problem solving was critical when taking decisions in both operational and strategic settings. This was particularly the case in terms of coordinators ability to think laterally and develop new pragmatic ways of broadening the capacity of the scheme, thus forming partnerships with other agencies. There were some coordinators who exceeded the benchmark in terms of their ability to establish a rapport with the young people, running 3 hourly weekly workshops for young people who were chosen for various reasons, including:

- History of truancy
- Under achievers
- Social, psychological or physical issues
- Low self esteem.

These workshops ran on a 10 week basis, which included education on:

- Healthy Eating
- Cannabis & Smoking
- Alcohol awareness
- Peer pressure & bullying
- Rail safety
- Guns & Knives
- Fitness & group sport
- Social responsibility & respect
- Racism & stereotyping
- Numeracy & literacy

The decision to choose this response that developed further to solve new problems as they arose, was the ability that CACT have of engaging hard-to-reach young people, the credibility they have with statutory and non-statutory partners and their past record of meeting the key objectives. The decision appears to be justified as all of the main objectives have been/are being met, in addition to many of the softer outcomes that in many instances are at the root of the causes of crime such as improved psychological and emotional wellbeing, raised aspirations, improved community cohesion, support for young offenders to gain employability skills and bespoke entry to employment programmes for young adults.

Kent is a vast area and co-ordinating all regions of all key partners so that consistent support and messages were given sometimes proved difficult. Having a countywide strategic group with the heads of each service present or directly represented has gone most of the way to addressing this issue. It is strongly suggested that once all partners' regional workers realise the programme should be viewed as a tool that provides support to existing programmes, not as an alternative to their own projects, all obstacles will be removed.

Steering groups have a range of monitoring tools in place coupled with the programme's ability to be responsive, ensures that effective review and evaluation procedures are in place. The costs of the scheme were paid for by partners, as it addressed their performance indicators. The cost per young person attending a 1.5 hour session, which was free to them, cost £2.81. As a result of the value for money and review, agency partners continued to finance the scheme in 2009.

Further detailed responses are also included in the '**Summary of Measurable Impact by Canterbury Christchurch University**', as this provides a good indicator of the impact of the responses used.

**Assessment:**

Assessment and evaluation was always going to be problematic as it is very difficult to attribute cause and effect when so many variables are interacting. Recognising there were many ways to collect raw data, the decision was taken to commission Canterbury Christchurch University to undertake a two-year empirical evaluation to measure the effectiveness of the programme, measuring not only reductions in ASB and youth crime, but also how the attitudes and knowledge base of participants altered during their time on the programme.

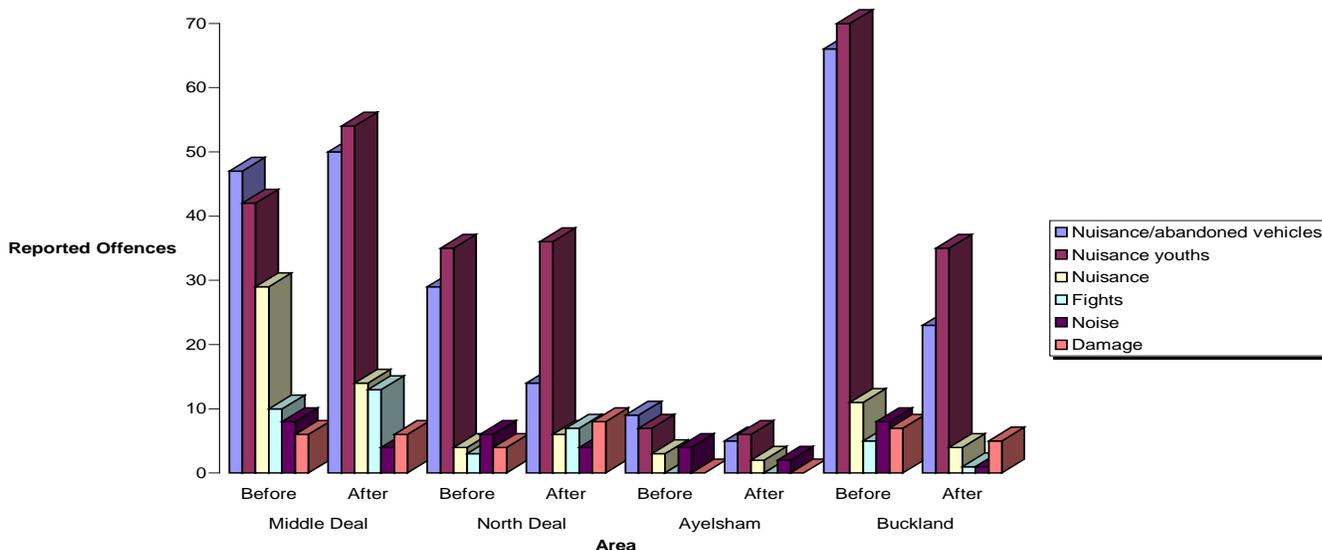
The key objectives were achieved and **exceeded**:

- Reduced exclusions rates in 2000 pupils identified at risk (**zero exclusions 2007/8**)
- Increased 'in school' attendance by 4% (**achieved 4%**)
- Decreased number of PE refusers by 25% (**112 PE refusers, 60 re-engaged = 67% target achieved**)
- Reduced ASB reports from those wards where the sessions were running by 25% (**achieved an aggregate of 27%**)
- The creation of a sense of community responsibility (**achieved and evidenced by the CCCU review**)

**Summary of Measurable Impact by CCCU:**

**Estate football sessions:** are delivered by coaches and coordinators in the estates which were often in very demanding areas. From analysis carried out by Canterbury Christ Church University, it was clear that the scheme had successfully targeted areas with high reports of anti-social behaviour.

**Effect of Charlton Ath Programme**



Police Reports	Middle Deal		North Deal		Aylesham		Buckland	
	Before	After	Before	After	Before	After	Before	After
<b>Nuisance /abandoned vehicles</b>	47	50	29	14	9	5	66	23
<b>Nuisance youths</b>	42	54	35	36	7	6	70	35
<b>Nuisance</b>	29	14	4	6	3	2	11	4
<b>Fights</b>	10	13	3	7	0	0	5	1
<b>Noise</b>	8	4	6	4	4	2	8	1
<b>Damage</b>	6	6	4	8	0	0	7	5
<b>Total</b>	142	141	81	75	23	15	167	69

**Female attendance:** during these sessions, there were usually a significant number of females attending the pitch area and they quite often played with the younger age group. Females not playing would still stay around for the duration of the session and offer support to the other players by encouraging them and supporting some of the younger children.

**Minority Ethnic Young People:** combating racism and engaging young people from minority communities is a constant theme. There were successes in certain areas, including a community of Nepalese, centred on a Ghurkha garrison, who were successfully engaged in the scheme. Integration was good and appeared to have relieved some tensions. The scheme has also run many projects to 'Kick Racism Out of Sport'.

**School workshops:** have been highly successful with schools reporting the benefits of the scheme. One primary school head teacher was asked by an Ofsted Inspector for evidence to prove the value of allowing children to participate in the scheme instead of working on the National Curriculum. The head teacher produced a detailed case study of a pupil detailing marked improvements not just in behaviour but also in academic performance.

It is possible to make comments on fixed term exclusions and overall absence rates. For example, Year 9 pupils participating in the summer term had no exclusions compared with 20% the previous year. Year 7 students who participated in the summer started the year with relatively high absence rates, which increased considerably in the Spring, but noticeably reduced in the term when they were in the scheme. There was also strong qualitative evidence that involvement in the scheme led to increased school attendance by young people.

**Behaviour and Self-Esteem:** schools carefully selected young people who they felt would benefit from the scheme, largely those with low self-esteem. There is also evidence that the scheme has improved young peoples' behaviour and self esteem. Evidence emerged from school-based and estate-based case studies and from interviews with young people and other agencies. The emphasis placed on the importance of 'respect' on and off the pitch by the coordinators and coaches was extremely important, as this enhanced the behaviour of many young people and provided them with a positive role model. There were also a number of individual case studies of young people who had benefited hugely from the mentoring and training provided by coordinators.

**Anti-Social Behaviour:** the CCCU evaluation has shown extremely strong qualitative evidence that the scheme led to a reduction in anti-social behaviour on the estates where the sessions took place. Whilst difficult to detail all the reasons for reductions or increases in ASB, the impact of the Charlton scheme on anti-social behaviour suggests that anti-social behaviour was reduced by 1% in 'Area a', 7% in 'Area b', 35% in 'Area c' and 59% in 'area d', with an aggregated reduction of 27%.

**Residents' perceptions:** included that crime in these areas improved, especially by the marked decline in young people hanging round in groups.

**Range of Activities/Responses:** the extensive coaching in estates and wards has been identified by local and county agencies, as well as within schools across the Kent. Coaching also took place in alternative curriculum programmes and pupil referral units, supporting young people, who for various reasons have become disengaged from mainstream education.

**Guns & Knives:** The scheme highlighted other opportunities to support young people and work together, one being the development and production of a guns & knives education pack. This pack has been launched on a countywide level across schools and is delivered by Charlton coaches, Police Safer School Partnership Officers, Schools and partners. It includes a board game on consequences, information support for the workshop deliverer, a DVD that was made in partnership with young people from a school, Police and partners.

## **Additional CCCU Findings**

### **Estate Sessions:**

There was evidence of improved behaviour through the case studies in the estate sessions. Speaking of one estate session in a particularly deprived area, the coordinator commented:

*'In this session you could see the change right from the start, as in running riot or pulling a floodlight out, picking it up and throwing it at people and all sorts. Now they are all stood*

*in straight lines waiting to be picked, they are all know if they wait there in straight lines then I will say "Okay you are playing first".'*

During this session, there was now a very strong sense of various age groups working together and cooperating with one another. This was actually very unusual as different age groups tended very much to stay completely separate during all other sessions observed. However, there was strong evidence of the groups working together here. At the end of this particular session, the older group would play football with the younger group, which was not seen in any other area. There was a short cut up a very steep hill to get to the session and the older group would help the younger group up the hill.

At another session, the coach, two youth workers, a volunteer and a Community Warden commented that they felt the behaviour of the young people during the session had improved dramatically. They had previously been very badly behaved, with lots of sliding tackles and being often openly hostile to one another. They were now very well behaved and on and off the pitch and the session went remarkably smoothly. It was believed that this was due to the young people having more respect for one another and learning more about teamwork. At this session there was also an example of a young boy in foster care who had previously exhibited regular outbursts of challenging behaviour, at times involving aggression towards other young people. However, as the sessions have gone on, with regular input from staff, his behaviour had steadily improved.

### **Male Role Models**

Significantly, many of the young people attending the sessions both within the school context and the estate sessions do not have strong male role models in the family or home. Consequently, the male coaches and coordinators provide an invaluable role in filling this gap. In some instances, when the young people were waiting to be split into teams, or were waiting for their team to play, the coordinators and coaches would play short group or individual games with them, helping them develop their football skills. There were also instances of where young people would talk quite candidly to coordinators about personal problems or ask advice about general concerns they had.

### **School workshops**

School staff selected which young people would take part. There was some variation in the process, with a limited number of schools still selecting 'naughty kids'. However, the majority of schools carefully selected young people they felt would benefit from the scheme, largely those with low self-esteem.

*'We've got some very needy students. Over 50% of our cohort are special needs students so we have got some very needy students, some [from] very poor backgrounds, 60% from broken homes, large numbers in care, so for me, academic isn't as important as social development.'*

*'I would justify this [it] to governors, etc. in terms of engagement. Significant numbers of our kids... it is difficult to get them to access the curriculum. There are more children sitting out of lessons that you would hope.'*

In relation to the school based sessions, discussions with a range of school staff and young people revealed that there were a number of very rich perceived benefits to participation in the scheme. There was also evidence that the scheme had improved young people's behaviour and self esteem. A number of schools commented on this:

*'I would say that has been a major step forward, the group of more vulnerable students I think have developed themselves, self awareness, more confidence, I think that is across the board, but it's very difficult to evaluate it rather than be anecdotal.'*

*'This is part of the holistic experience we give the children. It would not be possible say a particular child has a particular outcome from this particular project.'*

### **Health & fitness Improvements**

Most of the evidence suggesting improvements in healthy living points to the fact that during the session, the young people are running around, being active and not smoking. For example, during one estate session, the Community Worker and Youth Worker explained that the boys used to take a cigarette break during the session, but after attending the session for a while, they opted not to smoke at all whilst the session is going on.

There was some evidence suggesting longer-term benefits in that young people had learned valuable information

from the sessions, which they were then using to inform their lifestyle on a day-to-day basis. At one case study, it was clear that the young people took their fitness levels very seriously. Some of the young boys who arrived with their parents were very devoted to improving their actual football skills and becoming more physically fit. Some other young people explained how they felt that since coming to the sessions their 'speed is better' and 'I am getting more skills'.

Speaking of the improvements to health and fitness, Deputy Head Teachers from two separate school based sessions explained:

*'I think there's a better overall awareness amongst the student population generally because of the healthy schools agenda. Having a football team associated with the school and having the benefits of playing sport and constantly talking about those, that has had an effect I mean there's no way that I could measure that but it's part of the overall package.'*

*'Certainly, that's part of our healthy schools road map if you like, having these guys in and talking to our youngsters who wouldn't necessarily have these opportunities, they wouldn't be able to talk about fitness and wouldn't necessarily sit down and talk about the benefits of stopping smoking. They're taught these things but whether they key into them from us as educators, they're certainly going to listen to [the coordinator] more than me.'*

### **Finally, why did we choose a football-based project to address our objectives?**

The first words in the Partnership Agreement are a foreword from Sir Trevor Brooking, FA Director of Football Development.

*'The Football Association is committed to ensuring that opportunities to play football are accessible to the whole community. We want everyone to have a positive experience in football and to do so in a safe and enjoyable environment.'*

He goes on to say:

*'Football has a proven ability to engage with hard to reach groups, particularly people from deprived areas. It plays an important role in addressing the symptoms of economic and social deprivation, social alienation and social exclusion.'*

### **Conclusion:**

Sport, particularly football, has the unique ability to connect with young people. These programmes provide opportunities in the heart of the community for the target groups to participate in positive health-related activities in a safe, structured environment, thereby overcoming problems of lack of social capital that prevents mobility. We believe that the schemes are excellent examples in how partners across a multitude of organisations can work together to support 'at risk' young people and reduce ASB, disorder and fear of crime perceptions within hard to reach communities. This project has proved it is sustainable since 2006 and is transferable between locations as evidenced above.

The success of this initiative has been illustrated by numerous awards, such as the three prestigious 'Business in the Community' accolades that recognised Charlton's groundbreaking social inclusion work in Kent and the best 'Community Initiative' at the recent 2009 Football League Awards. This scheme, that the Home Office has helped to pump prime in 2006/7, is now the largest in Europe, as it has supported and diverted 96,000 young people during 2008.

**State number of words used: 3992**

**Section D: CDRP/CSP Authorisation** – Applications submitted by eligible Police forces outside England & Wales should be authorised by the BCU Commander or individual of equivalent rank.

15. Name of CDRP/CSP: Kent & Medway CDRPs

16. Name of CDRP/CSP Chairperson: Acting Chief Superintendent Neil Jerome

17. Contact email address: Neil.Jerome@Kent.pnn.police.uk

18. Government Office (entries from Wales should state Home Office Crime Team) area e.g. GO East Midlands:

19. Can you confirm that the partners listed carried out the project as stated?

Yes

20. Can you confirm that the details stated are factually correct?

Yes

21. Is there any reason why the contents of this application should not be made publicly available? If so please state the reason/s and refer to guidance concerning sharing Tilley application submissions.

No

22. Please add any comments in support of this application:

This scheme is personally supported at both Chief Officer and Chief Executive level due to the type of engagement with the community and excellent performance outcomes. I believe that partnerships, like ours, are pivotal in combating the objectives of the project. I am extremely pleased to continue our long-standing relationship with Charlton Athletic Football Club. The partnerships efforts in problem solving to reduce crime and anti social behaviour over the last three years is recognised and valued by Kent Police and our communities.

**Section E: Pre-marking** - this page will not be provided to sift teams to prevent any bias in marking.

23. Has this project been submitted to the pre-marking service?

Yes

24. If yes please state pre-marking reference: PM0953

**Checklist for Applicants:**

1. Have you read the process and application form guidance?
2. Have you completed all five sections of the application form in full including seeking authorisation from your CDRP/CSP Chairperson?
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 09 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 [Tilleyawards09@homeoffice.gsi.gov.uk](mailto:Tilleyawards09@homeoffice.gsi.gov.uk) by 30<sup>th</sup> April 2009.

Two hard copies (in colour if colour charts/diagrams etc have been used) must also be posted to the Tilley Awards Team at Home Office, CRCSG Communications Unit, 4th Floor, Fry Building (SE Quarter), 2 Marsham Street, London, SW1P 4DF and be received no later than the 5<sup>th</sup> May 2009.