TILLEY AWARDS 2012 APPLICATION FORM

Applications made to this year's Tilley Awards must be submitted electronically to the Tilley Awards mailbox at TilleyAwards2012@homeoffice.gsi.gov.uk

All sections of the application form must be completed.

Please **ensure that you have read the guidance before completing this form**. Guidance is available at http://www.homeoffice.gov.uk/tilley-awards/. Annex A of the guidance provides useful advice on how to complete this form.

By submitting an application to the awards, entrants are agreeing to abide by the conditions set out in the guidance. Failure to adhere to the requirements set out in the 2012 Awards Guidance will result in your entry being rejected from the competition.

All entries must be received by 1:00pm on Wednesday 27th June 2012. Late entries will not be accepted. Hard copies of the application form are not required.

Any queries on the application process should be directed to Darren Kristiansen who can be reached on 0207 035 3228 or Norah Kugblenu who can be reached on 0207 035 0050 or to the Tilley Awards Mailbox at TilleyAwards2012@homeoffice.gsi.gov.uk

Project Name: PROJECT SCHOOLBIKE

Location and region: CHARLES DARWIN SCHOOL, BIGGIN HILL, KENT

Postcode(s) project covered: BROMLEY BOROUGH, KENT

Theme Addressed: OVERCROWDING AND ANTI-SOCIAL BEHAVIOUR ON BUSES SERVING CHARLES DARWIN SCHOOL AS PILOT. PROJECT TO BE EXPANDED TO OTHER SCHOOLS ON BROMLEY BOROUGH AND THEN IMPLEMENTED MET WIDE IN COMING YEAR.

PART ONE – PROJECT SUMMARY

Information contained within this section is not assessed as part of identifying this year's national finalists and overall top three entries received in the 2012 Tilley Awards.

This section should be used to describe your project in **no more than 400 words**. Advice about how to complete this section is contained within the 2012 Tilley Awards guidance. This section should be used as your social marketing opportunity and provide information that summaries your project in plain English.

FOUR HUNDRED WORDS SUMMARY

Note to applicants: This section should be used as your social marketing opportunity. Your summary should include

- An explanation of what the problem was
- The response chosen to address the problem and reasons why
- What your response achieved and any evaluation outcomes

Authors can include any relevant information in this section including graphs and photographs. However, it must be noted that this section contributes to the 1 MB size limit that is permissible for applications.

This application is about a project to address overcrowding and disorder on the bus routes serving Charles Darwin secondary school in Biggin Hill, Bromley.

Although the problems of overcrowding on these routes were by no means unique to this school, the associated disorder had proven to be quite impervious to traditional policing activity. During the years preceding this project, the usual recipe of enforcement and education, sprinkled with a pinch of good fortune, failed to provide any long-term solution. Moreover, continued high-visibility enforcement operations and targeted patrols were unsustainable and resource intensive. It was obvious that such tactics were failing to address the root of the problems and, with alarming consistency year upon year, the disorder would return.

What was needed was a radical new approach; and that approach presented itself during an epiphanic moment standing in front of an ever increasing number of abandoned, lost or stolen pushbikes gathering dust in the basement of Orpington police station. Project Schoolbike was born and the idea was simple: source a significant number of bikes from the property stores across the borough of Bromley; repair the bikes to a roadworthy standard; donate them to the school for use by its students; provide an alternative means by which students travel to school; reduce the demand on the local bus network and hopefully overcome some of the associated disorder. The simultaneous freeing up of local police property stores was an additional benefit, bringing to the fore the old adage 'to kill two birds with one stone'.

You will see that our solutions to these issues actually took many forms, but the primary focus of our response was Project Schoolbike. The key drivers of this project were viability, sustainability and cost-effectiveness. First conceived in 2009, Project

Schoolbike was finally launched in early 2011 with the initial supply of 30 pushbikes to the school. Full ownership of the scheme was passed to the school and pupils were loaned the bikes according to strict criteria designed to best relieve pressure on the local bus network. Running for over one year, Project Schoolbike is now a permanent feature of Charles Darwin's travel strategy.

PART TWO - EVIDENCE

Information contained within this section of the application form is assessed for the Tilley Awards.

Describe the project in **no more than 4,000 words**. Full details on how to complete this section of the application form is contained within the 2012 Tilley Awards Guidance.

SCANNING

Charles Darwin is a co-ed secondary school located in Biggin Hill, a semi-rural community of approximately 10,000 people on the southern edge of Bromley borough. It is one of 17 secondary schools, which together with 74 primary schools, make Bromley one of the busiest for educational establishments compared with other London boroughs. The sheer number of schools, and their distribution across a borough of some 60 square miles, has perennially stretched local police resources during morning and afternoon school runs. Yet, year after year, it became obvious that the same handful of schools required more police attention than others – with Charles Darwin among the most consistent.

Anecdotal evidence from members of the Bromley Safer Transport Team (STT) kick-started the search to identify the causes behind this trend. For many years, patrols to Charles Darwin were simply part of the landscape without which the level of disorder would invariably increase. Officers assigned to the area would speak of boisterous behaviour, loud music, swearing, pushing, fare evasion, criminal damage and general disorder. At times the situation bordered on dangerous, with pupils being pushed in front of buses and one youth sustaining a broken leg.

Members of the team developed a close working relationship with the bus drivers of route 664 serving the school. With years of personal experience, these drivers would complain of regular disorderly conduct and 'unruly schoolchildren'. Particular grievance was directed toward the sheer number of pupils attempting to use the bus, with little or no supervision at the embarkation point (not to mention during the journey itself), creating a situation that the drivers felt was nearly impossible to control.

Members of the STT and local Safer Neighbourhood Team were encouraged to speak to local residents using the bus network in the area. The anecdotal evidence obtained pointed to a problem that affected more than just the route 664, with similar issues spilling over to the 5 other bus routes serving the wider Biggin Hill area. Members of the public would complain of overcrowded buses full of noisy schoolchildren, swearing, pushing and having 'no respect' for the travelling public. This often gave the school a bad reputation and led to some people avoiding the bus route altogether at school finish times. On occasions, for the hardy few that continued

to use the buses, they complained that they were so overcrowded that drivers simply refused to pick up from certain stops.

In order to better understand the issues, a full analysis of bus-related crime (CRIS) and Driver Incident Reports (DIRs), also known as code-reds, was completed between - 2007-2010. It enabled us to identify the following trends; there was an increase in disorder between Monday to Friday compared with the weekend; during these weekdays there was a sharp peak in disorder correlating to the end of the school day (1500 hours); DIRs were location specific, with the vast majority (87%) affecting the bus routes 664, 464 and 320, and all in very close proximity to Charles Darwin school; seasonally there was an increase in disorder during the winter and spring months, correlating to school term times.

In terms of pure numbers, between 2007 and 2010 there were 234 'code-red' incidents within a 2 mile radius of Charles Darwin, the majority (43%) were for 'disorder'. In the same period and same location there were 89 bus-related CRIS reports, the majority were for criminal damage (55%) followed by assaults (32%). Analysis of CRIS showed us that the majority of both offenders and victims were of school age, but that the offender tended to be slightly older than the victim; 14-16 years of age and 11-14 respectively. The majority in each case was male.

With clear indication that the problems centred on pupils travelling to and from the school, it was important to understand the issues from the student's perspective. To this end a survey was conducted in late 2009. With a response rate of 41%, the following trends and issues were identified; the majority of students (65%) were travelling from New Addington and the Biggin Hill area, within 3 miles of the school; the majority (37%) stated that they used the bus to travel to school; and perhaps most significantly, in a free text field at the end of the survey, students using the bus network complained that there was inadequate capacity which led to fears for personal safety and security. Students were also asked what schemes/projects could be introduced to improve the transport situation; car-sharing (30%) and a cycle-incentive scheme (28%) were the most popular.

Traditional policing activity of high-visibility patrols, revenue protection operations, penalty tickets and arrests appeared to be ineffective by on there own. It was clear that a different tactic was needed, and our research indicated that overcrowding was potentially a major underlying factor in the disorder. It was also clear that there was a marked appetite for alternative schemes/projects to improve the transport situation, particularly for a cycle-incentive scheme. The objective became clear; reduce overcrowding on the buses serving Charles Darwin and facilitate a reduction in disorder caused by the students, relieving the pressure on local police resources and creating a safer and more agreeable environment for the larger travelling public, pupils and bus drivers alike. We planned to measure the success of our project in two ways: 1) with a survey to demonstrate that the bus routes serving the school operated within their capacity, and 2) a baseline reduction of 50% in DIRs and CRIS reports attributed to pupils from Charles Darwin School.

ANALYSIS

In terms of location, Charles Darwin School is extremely isolated. For most students walking is not a viable option. There are no over ground or underground train lines serving the area. While many students rely on the motorcar, buses provide the solitary means of public transport to the school. As of the 2011-2012 academic year there were 1300 pupils enrolled at the school. This is a marked increase on previous years and a number that the school's own website describes as 'significantly

oversubscribed'. This has had a substantial impact on the local bus network. A report completed by TfL found that close to 400 students used the buses to travel to the school, with 120 or so relying on the 664 and 265 relying on routes 320, 246 and 464. The 664 is a double-decker school bus that can also be used by members of the public. It has a maximum carrying capacity of 72. The five other routes serving the area (464, 320, 246, R8 and R2) are single-decker buses and all stick to the main arterial road (Main Road), bypassing the school by about 1 mile.

The failure of bus capacity to meet the needs of the school, and indeed the local community, were exacerbated by two other factors; the closure of nearby All Saints school (with many students enrolling at Charles Darwin), and the fact that students from nearby Ravenswood school also use the 664 as its route goes past the school. The issue of pupils from Ravenswood, a boy's school using the same overcrowded bus service as pupils from Charles Darwin, had the daily potential to deteriorate into more serious disorder.

With this dearth of transport options, it was little wonder that overcrowding had become such an issue. Moreover, unless patrols were tasked on a daily basis to the school, from a simple policing perspective any resultant disorder was difficult to control by dint of the fact that the nearest dedicated transport team was over 8 miles away. This was particularly relevant at the embarkation point outside the school, where students would regularly force open the rear doors of the 664 in order to board, frustrating the driver's efforts to control the students.

We next looked at circumstances concerning offenders. A postcode survey of the school revealed the rise in number of pupils was accompanied by a shift in the catchment area from where the pupils were drawn. We found that the vast majority were now coming from New Addington. This had not always been the case; in 2006 only 38% came from New Addington, by 2011 this had risen to 48%. This is important because, in comparison to Biggin Hill, New Addington is considered to be a socially deprived area. A report by Croydon's Strategic Partnership in late 2009 described the ward as being 'one of the most deprived areas of Croydon' and noted that crime was approximately 14% higher than the borough average. It was not unreasonable for us to surmise that some of the youths travelling from this area were responsible for the high volume of DIRs and bus-related crime, particularly on the 664 as it was this bus that served New Addington. Quite clearly, we could have no influence (and did not seek to have any influence) over the demographic intake of the school simply in order to effect a reduction in bus-related crime. However, it was important to note that many of these youths were travelling distances of no more than 3 miles to get to the school. This afforded us an opportunity to reduce crime as it put these youths firmly within the scope of a cycle-incentive scheme. The same circumstances presented themselves with respect to students travelling to the school from Biggin Hill itself, with the school located just 1.5 miles from the centre of town. Together, 65% of students travelled in from New Addington and Biggin Hill, effectively meaning that two-thirds were candidates for a cycle-incentive scheme. Even if we anticipated a low take-up of the scheme, this fact still made the project a viable one.

In terms of victims, the facts appeared to be far more straightforward. We already knew what issues most concerned victims; the school survey found that 74% cited overcrowding as their main cause of concern. Complaints made by members of the public to the school and police supported this evidence. CRIS analysis had already showed us that the victims were almost exclusively of school age. Excluding crimes against the bus operators (fare evasion, criminal damage etc) the next largest proportion of offences were assaults and thefts. Why was this? Three factors quickly

became evident; the lack of transport options meant that students had no option but to travel on overcrowded buses where tensions were rife; knowledge of personal safety and security was lacking, with many young students openly using expensive electronic devices on the buses (mobile phones, I-pods etc); and the introduction in 2008 of the free travel concession meant that an increased number of young people were using the bus network to travel to and from school than had previously been the case.

A cycle-incentive scheme, combined with advice on personal safety, again presented a very attractive and viable option.

RESPONSE

With our analysis showing that overcrowding on the 664 was most acute, together with the fact that it was *the* dedicated school bus, we decided to focus on this route. This did not mean we were neglecting other routes in the area; by reducing the number of pupils using the 664 we would reduce the number hopping off the bus at the end of Jail Lane to use one of the other routes. In terms of numbers, our analysis had shown that the 664 was running about 30 people over capacity on a daily basis; this provided us with a target reduction for the cycle-incentive scheme.

Project Schoolbike was the central focus of our response. Before commencing, we identified several key stages deemed crucial to the success of the project: to source enough pushbikes and assess their 'repairability' to a roadworthy standard; to secure funding for the repairs; to establish the necessary infrastructure at Charles Darwin (i.e identifying the right students for the scheme and renovating the bike sheds); to provide students with cycle-proficiency training to ameliorate the safety aspect of such a scheme; and finally to ensure the bikes were donated to the school in a timely fashion. It was clear from the outset that such a project could not hope to be achieved without the help and support from a number of external and internal agencies.

Within the property stores of Bromley we found a surplus of bikes. Having agreed to assist with the project, Bromley's property store manager ensured compliance with MPS policy and undertook rigorous checks to ascertain that all bikes were abandoned and/or untraceable. We then invited John Charsley, owner of Queensway Autos cycle shop and community representative, to assess the bikes for their repairability. Any bikes that could not be repaired were donated to Ridgeway special needs school in Kent for use by their students in lessons on bike repair.

The next stage involved funding. To keep costs down, John agreed to provide his labour at nil charge. The total cost of all repairs, plus 30 Raleigh-approved safety kits (including helmet, high-visibility jacket, lamps and reflectors) was projected to be £4,816. Initial enquiries to secure funding with the Safer Bromley Partnership proved negative. Realising that the project was firmly within the scope of TfL's Safer Transport Initiative Grant process, an application was submitted and the funding was kindly granted. Over a period of several months the bikes were gradually sent to Queensway Autos and all repairs were completed within budget.

While the bikes were being repaired, we then set about establishing the infrastructure at Charles Darwin and arranging cycle proficiency lessons. Rob Jones, deputy headmaster for Charles Darwin, agreed to use school resources to renovate the dilapidated bike sheds and, more importantly to the objective of the project, agreed to ascertain exactly which students were using the 664 and who

lived within 3 miles of school; thereby creating a shortlist of potential recipients of the scheme.

Bromley council's Cycle Travel Plan team were similarly keen to assist and agreed to provide cycle proficiency lessons for all students. The team also offered the services of their resident bike mechanic for future servicing and visited the school to identify a safe cycle route network for the pupils to use, with guidance and training given to the students accordingly.

The final stages of the project were marked by bringing all the strands together for a timely launch in spring 2011, coinciding with the seasonal peak in disorder. The Safer Transport Command cycle task force team were tasked to security mark and register all the bikes onto the BikeRegister database. Project Schoolbike was finally launched on 6th June 2011. All 30 bikes were legally handed over to be the sole property of Charles Darwin School. 30 pupils, all known users of the 664, had been selected from a ballot held by the school. Each student was loaned the bike for an initial period of 12 months, but this was subject to a continuing assessment of needs and circumstances.

It is important to note that the project was not without its drawbacks. Among those we anticipated being most detrimental to our objectives were; 1) there was insufficient capacity of the scheme, being as it was limited to 30 bikes 2) that participation in the scheme would fall during the Winter months, and 3) there was too much bias towards solving overcrowding on the 664 and not enough with regards the other routes serving the area. It was because of these reasons that our activity was not limited to Project Schoolbike but included a whole range of responses each designed to achieve our objective of reducing overcrowding and subsequent disorder. These took the form of the following:

1) Consultation with TfL to increase bus capacity to the school. Efforts to secure a second dedicated school bus predated Project Schoolbike by years. Renewed vigour was given to these efforts, culminating in a route survey conducted by TfL in late 2010. Unfortunately coinciding with an inset day, the survey concluded there were no issues of overcrowding, so budgetary restraints prevailed and the notion was rejected. However, in late 2011, after continued lobbying from the STT, school management, local residents and councillors, TfL agreed to tweak their timetables for the 464 and R8 routes, effectively supplying an extra bus during the afternoon school run.
2) Proactive enforcement. Utilising our relationship with the Revenue Protection manager for the southeast, we arranged for a permanent attachment of two Revenue Inspectors to work directly with the STT. Starting in early 2011, these Inspectors were paired with officers from the team on an almost daily basis, patrolling hotspot locations. This enabled us to regularly target the routes serving Charles Darwin, particularly the 664 and 464. In addition to penalty tickets, referrals and arrests, any student caught participating in disorder had their details taken and passed back to Rob Jones for disciplinary action.
3) Promotion of TfL's Earn Your Travel Back (EYTB) and personal safety. With the introduction of concessionary travel to all students, it was paramount that they understood what was expected of them regarding behaviour on the buses. We conducted several assembly presentations at Charles Darwin to inform students of the Code of Conduct and the repercussions of breaking the code, including the EYTB process. This was supported with material to educate the students on personal safety when travelling on the buses, particularly regarding mobile phone security. Students were encouraged to register their phones on the Immobilise database, with random checks

conducted by officers using the Apollo scanning device. Three year groups, comprising some 400 students, were thus informed.

4) Prefect supervision. Again working through the school officer, a system of prefect supervision was introduced at the embarkation point of the 664. This simple practice involved prefects from the school observing and assisting pupils boarding the bus. With intimate knowledge of the students, these prefects were best placed to monitor their younger peers, ensuring that details of any students misbehaving on the bus were fed back to the school and remedial action taken.

Not all our efforts were successful. Perhaps the most significant failure involved efforts to convince Charles Darwin to stagger its finish times. Experience with other schools on the borough had shown us that when the finish times of different year groups are staggered, many of the problems of overcrowding are significantly reduced, but this notion was rejected.

ASSESSMENT

Our analysis had shown there was a significant problem of overcrowding on the bus routes serving Charles Darwin. It was our supposition that much of the disorder affecting these routes was a direct consequence of this overcrowding. Disorder was most acute on the 664 during weekdays, in the area surrounding Charles Darwin School, Our objective had been to reduce overcrowding on the 664 (to be measured by regular head-counts on the 664) so that we could reduce associated disorder (measured by a 50% reduction in DIRs and bus-related crime).

Were Project Schoolbike and the subsidiary responses successful? To answer this question, we looked at the following criteria: *(Note: When comparing before and after figures for DIR and CRIS, we looked at the periods 01/01/07-31/12/10 and 01/01/11-28/02/12. Although Project Schoolbike itself did not commence until June 2011, some of the subsidiary responses began in earnest at the beginning of 2011).*

1) Driver Incident Reports. Between 01/01/07 – 31/12/10 there were 234 'code-red' incidents within a 2 mile radius of Charles Darwin - an average of about 5 per month. Between 01/01/11 – 28/02/12 there were a total of 28 incidents, equating to an average of just 2 per month. This represents a reduction of 60%. We also observed a much more even spread of code-red incidents across the week, including Saturday and Sunday, indicating that the historical increase during weekdays had been eradicated. In fact, we now observed a slight increase in code-reds on Saturday compared to other weekdays. There was a similar shift in the time of day that these code-reds were occurring. With a previous peak at 1500 hours, strongly indicating the involvement of school students, the peak was now at 2000 hours, indicating that the majority were now related to the local night-time economy.
2) Bus-related crime (CRIS). Between 01/01/07 – 31/12/10 there were 89 CRIS reports within a 2 mile radius of Charles Darwin - an average of 2 per month. Between 01/01/11 – 28/02/12 there were a total of 16 CRIS reports, equating to an average of 1 per month. This represents a reduction of 50%. We also noticed a reduction in incidents occurring on Jail Lane itself and a change in the peak days and times for bus-related crime. Prior to this project, peak CRIS reports occurred on a Friday and at 1500 hours; now the peak was much later at night (2100 hours) and was now on a Tuesday – we attribute this new peak to youths using the bus network late at night to attend a local youth club.

3) Numbers of students using the 664. During the first few months of the 2011-2012 school term, officers from the STT were tasked to patrol the 664 and surrounding routes at least twice weekly. As part of this patrol, officers conducted head-counts of pupil using the 664. Out of a total of 20 surveys, conducted over the whole range of weekdays for a period of 10 weeks, we found that 664 were operating with an average capacity of 83. Although still over the limit (72) this represented a significant reduction in what we had previously seen, with anything between 100-120 students attempting to use the bus on any particular day. We also noticed a 'spill-over' effect onto the other bus routes in the area, particularly he 464, with the vast majority of patrols witnessing no issues of overcrowding.

It was clear from the results above that Project Schoolbike (and the 4 subsidiary responses) had successfully achieved our objectives, but there were still two more strands that we wanted to judge our project on; sustainability and transferability.

In order to assess its sustainability, we looked at costs, ongoing demand for resources and environmental impact. In terms of costs, not only was the initial outlay modest (under £5k for 30 bikes), but ongoing costs to keep the scheme operating were minimal. The only future outlay we anticipated were repairs to the bikes, but not only did John Charsley agree to offer a discount on any future repairs, but we arranged for the cycle travel team to visit the school on a monthly basis to rectify any issues and to train some of the prefects to carry out minor repairs themselves. In terms of ongoing demand for resources, again these were minimal, especially from a police perspective. From the launch date onwards, full control of the project was handed over to Charles Darwin School, meaning we were able to concentrate on the routine activities of enforcement and education. From an environmental perspective, a cycle-incentive scheme was always going to be agreeable, particularly when set within the wider context of the Cycling Strategy for London (to increase cycling's share of all trips to 10%). This is not to mention the propitious health benefits of students cycling to and from school.

In terms of transferability, Project Schoolbike was a truly innovative response that was over a year in the making but we firmly believe that this project can be replicated at a host of other schools across London, if not nationally. The resources and funding required to set up this project are quite available elsewhere. As this application is being written, we have already commenced a second Project Schoolbike at the Priory School in Orpington and, following presentations of our project to Hillingdon and Westminster STTs, two more are now in the offing - one of which is to help disadvantaged youths on a local problem estate in Harrow Road.

It could not have been a success without the help from the following partners, to whom we pass our genuine thanks; Charles Darwin school, Queensway Autos, Bromley Council Travel Planning Team & Cycle Travel Team, STC Cycle Task Force, Transport for London, Bromley Police Property Stores, Safer Schools Officer for Charles Darwin, Biggin Hill Safer Neighbourhood Team and Darwin Safer Neighbourhood Team.

PART THREE – PROJECT DETAILS

Project name: PROJECT SCHOOLBIKE

Project location: CHARLES DARWIN SCHOOL, BIGGIN HILL, KENT

Postcode/s covered: BROMLEY BOROUGH

Dates and location of project

Start date: CONCEIVED EARLY 2010 / LAUNCHED JUNE 2011

End date: ONGOING PROJECT

Please indicate whether the project is:

Ongoing	X	Completed		Current	

CSP name:

CSP area or region[1]: GREATER LONDON

Type of area[2]: SUBURBAN

What were the financial costs of your project?

£4816

What resources required for your project (people)?

QUEENSWAY AUTO'S (BIKE REPAIRS), BROMLEY CYCLE TRAVEL PLAN TEAM (BIKEABILITY TRAINING)

How did you secure resources for your project? For example did you access specific funding?

The only funding required was for the bike repairs and safety kits (helmets, high visibility jackets lights, bike locks etc) through a STIG (Safer Transport Initiative Grant) totalling £4816.

Partners actively involved in your project

Please list key partners contributing to the project:

A. CHARLES DARWIN SCHOOL
B. BROMLEY COUNCIL
C. BROMLEY CYCLE TRAVEL PLAN TEAM
D. TRANSPORT FOR LONDON
E. SAFER TRANSPORT COMMAND
F. QUEENSWAY AUTO'S
G. METROBUS

How did you engage and work with them?

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[1] Greater London, East Midlands, West Midlands, NE England, NW England, SE England, SW England, Yorkshire/Humber, Eastern England, Wales, Scotland, Northern Ireland
[2] All, rural, urban, suburban, mixed, various

The issues were identified through the victim's (bus companies and members of the public) reporting to police and through crime and ASB statistics. Students of Charles Darwin School were identified as the main offenders and through consultation with the school, Transport For London and the bus companies; a strategic approach was devised to approach the problem with an innovative idea (Project Schoolbike) that would centre on engagement primarily with the offenders (students). With total support from the school and students, the project was completed with a small grant from Transport For London, local business support from Queensway Auto's and full training and support from Bromley Council and the Cycle Travel Plan Team. This multi-strand partnership approach culminated in a successful and project launch with sustainability and transferability at the forefront.

Crime type(s) addressed

You have told us about the theme within which your project should be entered. Please use this section to set out which specific crime types your project addressed (Crime types could include[3] anti-social behaviour, burglary, domestic violence, gang activity, hate crime, knife crime, night time economy, violent crime and criminal damage, drug offences, fear of crime, fly-tipping, hate crime, fraud and forgery, traffic offences/road safety, vehicle crime, vehicle theft).

- ANTI-SOCIAL BEHAVIOUR
- FARE EVASION
- CRIMINAL DAMAGE
- AQUISITIVE CRIME

If the crime was a hate crime what was the ethnicity of the victim?

Not applicable

Offender and Victim information

What was the sex of the offender(s)? BOTH

What was the type of offender(s)? SCHOOLCHILDREN/STUDENTS

What was the age of the offender(s)? 10 - 18

What was the age of the victim(s)? VARIOUS AGES

What was the sex of the victim(s)? BOTH

What was the type of victim(s)? SCHOOLCHILDREN, MEMBERS OF THE PUBLIC AND ELDERLEY/VULNERABLE MEMBERS OF THE PUBLIC.

[3] The list of crime types provided is not exhaustive

Sharing learning

Other Benefits
Were there any other benefits e.g. community outcome, from the project not directly linked to the problem as it was initially defined?

The success of the project has encouraged other schools to express interest in launching similar projects at other schools, particularly those with bus related anti-social behaviour/crime issues. These expressions of interest are currently being worked on.

Lessons Learned
What were the three most important lessons from the project and three things you would do differently if you were to do the work again?

Working with multiple partners on an original idea requires patience and understanding that all partners have different approaches and working practices.

To research suppliers of the goods, materials and services more thoroughly, in particular, the bike safety kits.

To make better use of the bikes not used in the project i.e. to offer more unusable bikes to charity (special needs charities involved in touch and sound).

Has the work been formally evaluated? If so, please provide details of the methodology and outcomes (not already set out in your application).

There is currently no other evaluation other than that outlined in the main body of the application

Contact Details

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PART FOUR - CONDITIONS OF ENTRY

Information requested within this section of the application form is compulsory. Each question should be answered. This section is not assessed as part of the Tilley Awards but failure to answer all the questions may result in your application being rejected from the competition

Q: Can you confirm that the partners listed carried out the project as stated?

Yes

Q: Can you confirm that the details stated are factually correct?

Yes

Q: Can all contents of this application can be made publicly available.

Yes

Please mark the box below 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):

X

Please mark the box below with an X to indicate that your CSP/LCJB Chair /BCU Commander/Relevant Director within a Local Authority is content for this project to be entered into the Tilley Awards.

X

Please mark the box below with an X to confirm that this project has only been entered into the 2012 Tilley Awards once.

X