

Tilley Award 2005

Application form

The following form must be completed in full. Failure to do so will result in disqualification from the competition.

Please send completed application forms to Tricia Perkins at patricia.perkins@homeoffice.gsi.gov.uk

All entries must be received by noon on the 29 April 2005. Entries received after that date will not be accepted under any circumstances. Any queries on the application process should be directed to Tricia Perkins on 0207 035 0262.

1. Details of application

Title of the project – Operation Mullion –
Reducing Anti-Social Behaviour and Crime in and around Mayfield School

Name of force/agency/CDRP: Hampshire Constabulary

Name of one contact person with position/rank (this should be one of the authors): PC Marcus Cator

Email address: marcus.cator@hampshire.pnn.police.uk

Full postal address:
Community Beat Office
Fratton Police Station
Kingston Crescent
Portsmouth
Hampshire
PO28BU

Telephone number: 02392891551

Fax number 02392891579

Name of endorsing senior representatives(s) Mr. Simon Cole

Position and rank of endorsing senior representatives(s) Assistant Chief Constable

Full address of endorsing senior representatives(s) Police Headquarters Hampshire Constabulary,
Romsey Road, West Hill, Winchester, Hampshire SO225DB

2. Summary of application

In no more than 400 words please use this space to describe your project. Include details of the problem that was addressed a description of the initiative, the main intervention principles and what they were designed to achieve, the main outcomes of project particularly in relation to the problem, evidence was used in designing the programme and how the project is evaluated.

Mayfield School is the largest in Portsmouth (1399 students), historically suffering from a reputation of persistent antisocial behaviour and is considered a magnet for criminal activity. Mayfield was not a school that parents wanted to send their children to. It was in "Special Measures" after the last inspection by schools inspectorates, (Ofsted). The majority of crime in the district of Copnor was identified through scanning as impacting on the local community. Mayfield School was identified as a key area in need of attention.

Scanning: There are ten Secondary schools in Portsmouth with 10,159 students.

- Officers and analysts conducted a review of crimes at Mayfield over 2 years identifying 96 crimes.
- The average crimes recorded for all 10 schools between 01/09/01 - 01/09/03 totalled 40.
- To clarify and design a response to reduce crime and disorder within Mayfield and spread this to the community, Hampshire Constabulary's problem orientated policing approach of Problem Resolution In a Multi-agency Environment strategy (PRIME) was utilised.
- This incorporated, as a result of research, Safer Schools Partnership (SSP) and the Association of Chief Police Officers (ACPO) paper on National Crime Recording Standards (NCRS).

Analysis: Partnership data identified

- Within Mayfield, burglary, theft, damage and assaults cost police investigation approximately £42,000 and Mayfield School £20,000+ in repairs.
- Incidents reported involved "Nuisance or Youth Concerns".
- Community surveys established a majority of residents lived in fear of groups of youths and perceptions were that youths were responsible for crime.
- Significant lack of communication between agencies.

Response: Operation Mullion was initiated and set out a long term strategy, through 9 key interventions and at least 25 long and short term crime reduction strategies, to reduce crime and fear of crime in the community, by achieving:

- Improved "Partnerships" between organisations, currently more than 9 agencies.
- Communication with the student body, enabling pupils to take responsibility for introducing established crime reduction strategies.
- Positive media input and support, marketing success to the community.

Assessment: After 12 months the project achieved reductions of:

- 42% in Police attendance.
- 100% in Mobile Phone Thefts, Criminal Damage and Vehicle Crime
- 50% in Theft overall.
- Overall approximately £9,225.00 in Police investigation costs.
- 42% in Student Exclusions.

This project has been identified in Force and the Local Education Authority as good practice in reducing antisocial behaviour and crime in Schools. The project continues to grow.

3. Description of project

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

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Author PC Marcus Cator

Co Author PC Steve Hawkins

DT/KB

20th April 2005

Chief Inspector Richard Rowland,
Hampshire Constabulary,
Fratton Police Station,
Kingston Crescent,
Portsmouth,
PO2 8BU

Dear Chief Inspector Rowland,

I am the Headteacher at Mayfield School. I was appointed in January 2004 with the task of taking the school cleanly out of 'Serious Weaknesses'. The school had been through a turbulent history resulting in 'Special Measures' being imposed in 1999 and this being changed to 'Serious Weaknesses' by 2002 (education jargon for failing school).

One of the key issues limiting progress of some of the pupils across the school was poor behaviour and the impact it was having in lessons. The ethos of the school was poor and there was little ownership or commitment to the values that existed.

My first job was to redefine the vision and ensure that all stakeholders - including pupils, the community, parents, Governors and staff were committed to the creation of a "warm, friendly environment where pupils felt safe and mutual respect was prized".

I needed to work closely with all stakeholders to ensure that a whole range of strategies were introduced to deal with disruptive behaviour, including parent/school contracts, Governors and senior leadership panels following exclusions and an insistence on parents or carers coming into school following exclusions.

At the same time I wanted to develop a more positive relationship with the police and look at areas of commonality that could allow us together to impact upon the poor behaviour.

Marcus and Steve were very much of the same opinion and committed to our concept of transformation, and together we agreed principles and an agenda that allowed barriers to be crossed and changes to be made.

One particular benefit to us was the stage of involving police in parental interviews or following up with home calls where specific issues related to significantly serious activities. We were able to focus on specific issues and work together to examine and, at times, eradicate them.

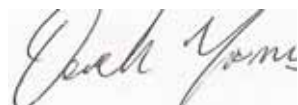
One example was dealing with a spate of a few pupils being in possession of BB guns and another was involving the police in bullying interviews. Of particular importance was stamping out mobile phone theft and tackling theft of bicycles.

Perhaps even more significant was the overall, difficult to measure, change that was brought about through the regular and frequent involvement of the police in accompanying myself and other senior leaders in walking the school and ensuring that rules were adhered to. Research shows that high visibility of senior staff around the school has a positive impact upon improving behaviour in challenging environments.

It is fair to say that working with the police was only one strand of a comprehensive range of actions involved in driving up standards and that providing positive feedback to staff and pupils over achievements was also extremely important.

I would be happy to discuss this further at any forum requested but suffice to say I **fully endorse** the application for the Tilley Award - Partnership as presented here and I believe that this project has had a marked and significantly positive impact on raising standards of behaviour as well as contributing to the transforming of the ethos of the school.

Yours sincerely,



D. Trimmer.
Headteacher.

CHILDREN, FAMILIES AND LEARNING DIRECTORATE

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Web: www.portsmouth.gov.uk
Our Ref: LF/GT

18th April 2005

Chief Inspector Richard Rowland
Hampshire Constabulary
Fratton Police Station
Kingston Crescent
Portsmouth
PO2 8BU

Dear Chief Inspector Rowland

Application for the Tilley Award – Partnership Endorsement

As Strategic Director for Education and Lifelong Learning in Portsmouth, I am responsible for the overall leadership for the city's schools and for providing the support and guidance to help them achieve better outcomes for all the children and young people in their care.

One of the biggest challenges schools face is linked to the impact of poor behaviour in and around the school site which in turn often leads to problems with attendance and performance. Mayfield School has experienced all of these issues and as a consequence the school was experiencing some difficulties engaging a number of young people in a positive learning experience.

The recently appointed headteacher, Derek Trimmer made an early commitment to work in partnership with the local community beat offices to address the increasing incidence of unacceptable behaviour which was resulting in an unacceptable high level of fixed term exclusions and calls to the police to attend the school site.

As part of the agreed solution the two beat officers have worked as an integral part of the school campus and its staff. Roles and responsibilities were agreed with the headteacher supported by an agreed protocol for working with the pupils on the school site. The two officers involved have played a valuable role in helping to turn around and improve behaviour amongst the pupils. This has been achieved through a non-threatening but very visible approach. Pupils have readily accepted the officers and built very positive relationships with them. The impact of this work has resulted in a marked reduction in calls to the police to attend the school site. There has also been a similar reduction in crime incidents. Examples of the very positive approach have included the approaches used by the beat officers to reduce the number of mobile phone and bicycle thefts from the school site.

Continued:

Page 2

Chief Inspector Richard Rowland (Application for the Tilley Award)

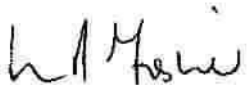
18th April 2005

The broader and longer-term impact of this work is supporting the school to improve its overall learning environment and ethos, which in turn is helping more pupils to fulfill their potential. It is also helping to lessen the number of dis-engaged young adults in the community and the incidence of crime, which is often higher amongst these groups.

For the city as a whole, there is a real value in using the learning from this project to support other schools in the city, which find themselves in similarly challenging circumstances. Alone, we can all make some difference if we work hard to tackle the problems; working together as partners, we can achieve a lot more.

Please accept these comments as a record of my endorsement and support for this application for the Tilley Award.

Yours sincerely

A handwritten signature in black ink, appearing to read 'L. Fisher'.

Lynda Fisher

Strategic Director – Children, Families and Learning

Reducing Anti-Social Behaviour and Crime in Schools

Project Description

The Copnor Beat team identified a series of concerns related to a secondary school on their beat. It was evident that Mayfield School was attracting Police attention as officers were attending the same location repeatedly to resolve issues and concerns, and to investigate crimes. The local community around the school was also suffering from antisocial behaviour and crime both during and after school hours. The team focused attention on trying to identify, resolve and reduce incidents of “youth nuisance” and crime in and around Mayfield School.

Hampshire Constabulary had recently removed the position of “School Liaison Officer” for secondary education, so had no structured input into these communities. Mayfield had received “Special Measures” status, after its last inspection by the school inspectors (OFSTED). The school has a population of 1399 students, approximately 100 staff and a new Management team. The school was approached to establish an idea of their current working practices and how their establishment was managed, in order to learn more about the environment to be policed.

Scanning

It was clear that a partnership should be established, with appropriate members who can confer and direct clear objectives to tackle issues identified. Portsmouth Police, Mayfield School and the Education Welfare Service formed the initial partnership, later incorporating the Portsmouth Local Education Authority, Portsmouth City Council, local feeder schools and Social Services.

The first objective was to identify the levels of crime reported at Mayfield School in comparison to other schools in the City of Portsmouth. Portsmouth Local Education Authority provided statistics on student numbers and a comparison was made against Crime reports on the Police database. A two-year period was chosen, in order to maximise a true pattern of trends in crime rather than focusing on just the most recent activity.

<u>Secondary School</u>	<u>Student No's</u>	<u>No. Of Crimes recorded 01/02/01 - 31/01/03</u>
Milton Cross School	1022	11
Priory School	1311	31
City of Portsmouth Girls'	987	10
Springfield School	1153	20
King Richard School	970	96
Mayfield School	1399	96
Admiral Lord Nelson School	989	51
St Luke's CE (A) School	645	39
City of Portsmouth Boys'	833	14
St Edmunds RC School	850	31
Total	10159	Average 39.9

Following this, the 96 crimes recorded at Mayfield were broken down further to identify the crime types. Further analysis established that some crimes had increased significantly. (See figure 1 below.)

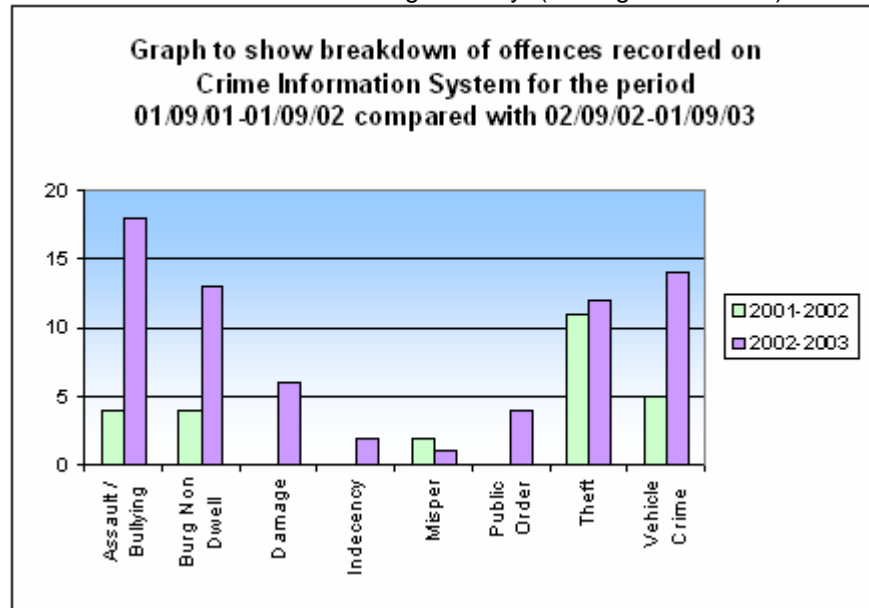
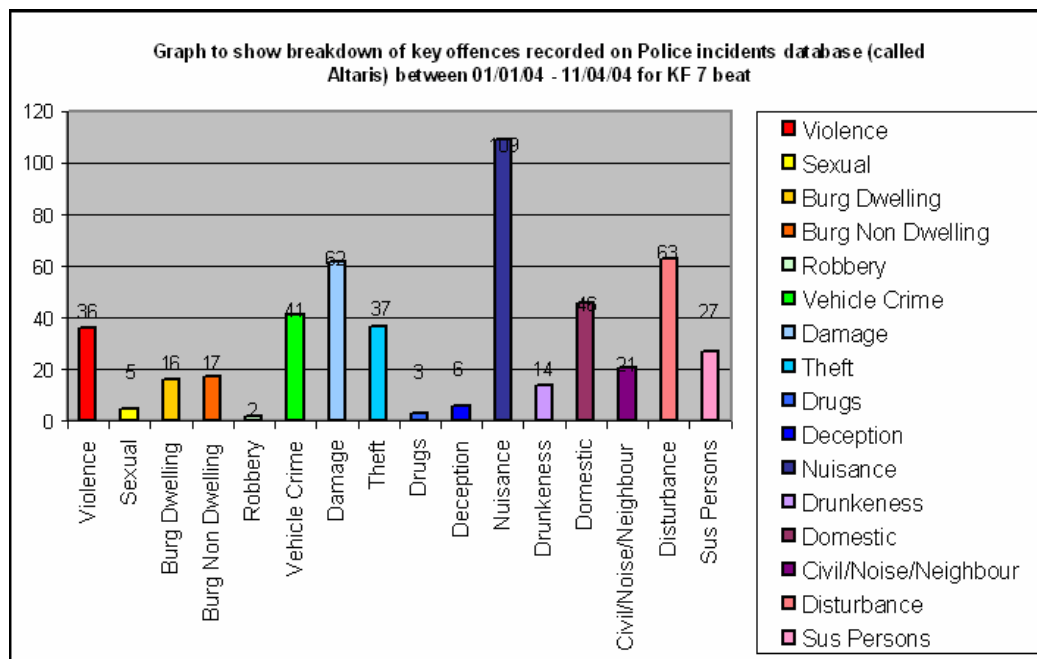


Fig 1.

The statistics raised concerns about the impact these crimes could have on the immediate community around Mayfield School. There was already evidence of numerous “youth nuisance” calls made to Police at the local park College Park. Scanning was broadened to incorporate this and analysts chose to look at a snapshot for the year 2004 as shown in figure 2.

Fig 2



[\(The full report can be seen in appendix A\)](#)

To improve the scanning it was decided to establish the community’s concerns. Police sent out a customer satisfaction survey to residents living immediately around Mayfield. There was a positive return of 44% of 1204 questionnaires. The support of Hampshire Constabulary Corporate Services Department was enlisted to analyse the content fully to maximise the results and information as shown if Figure 3 below.

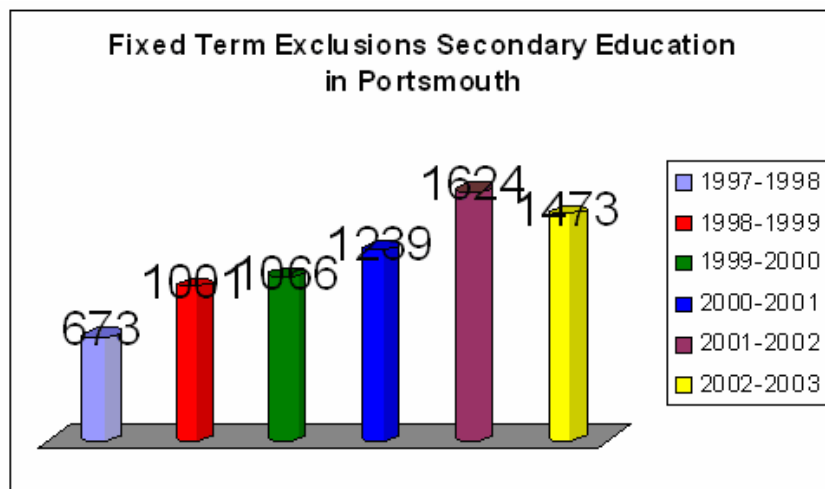
Fig 3

Problem Area Residents were concerned by:	%¹ of residents	Valid responses²
People hanging around on the street	67%	(163)
Underage drinking	58%	(124)
People using drugs	26%	(86)
People dealing drugs	20%	(71)
Adults being drunk or rowdy in public places	19%	(134)
People being robbed or mugged	7%	(103)
Noisy neighbours	6%	(156)
People being attacked or harassed because of their race or colour	2%	(91)
People sleeping on the street or in other public places	1%	(135)
Loud parties	1%	(154)
Prostitution	0%	(99)

(The complete survey can be seen in Appendix B)

The key objectives of the school were to reduce Exclusion and Truancy rates. The Local Education Authority was contacted to identify baseline information. They had only recently started to complete databases on specific schools but they could demonstrate City exclusion rates, as shown in figure 4 and 5 below.

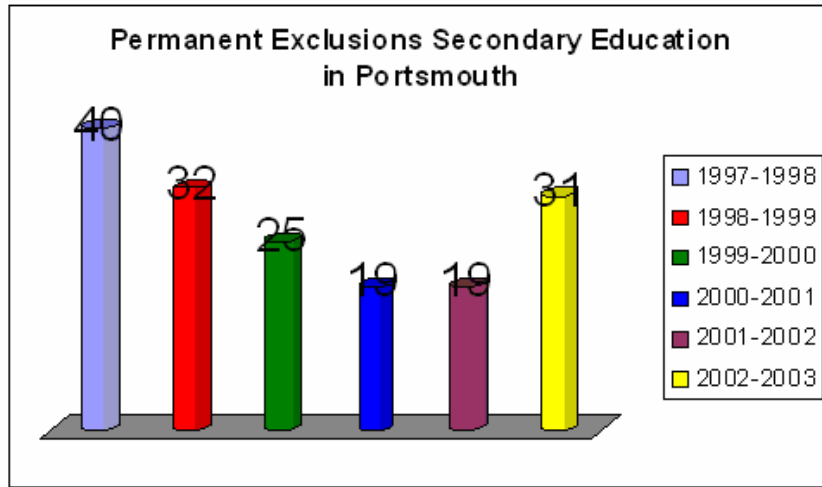
Fig 4



¹ Note: Caution should be taken when considering % results from a fewer than 100 valid responses.

² 'Valid responses' are the no. of residents who answered the question excluding those who stated 'Don't Know'/'Not Applicable'.

Fig 5



ANALYSIS OF INFORMATION

	IDENTIFIED CRIME TYPE ANALYSIS OVERVIEW	Underlying Cause(s)
Issue 1	<p>Assaults</p> <ul style="list-style-type: none"> • Over 2-year period recorded assaults had increased from 4 to 18 a year. • All occurred during school hours and 17 were student on student related. • The culture in the school appeared that bullying was accepted although a concern. • Majority of the incidents were down to retaliation for some misunderstanding or confusion. 	<ul style="list-style-type: none"> ✓ Bullying between children and acceptance of this behaviour as the norm. ✓ Lack of confidence in school reporting procedures ✓ Lack of appropriate rule setting
Issue 2	<p>Burglary</p> <ul style="list-style-type: none"> • The school suffered significant increase in Burglary. Possibly due to the location, and structure of the site. • Poor lighting at night is a possible contributing factor as the site attracts youths. • Considered a safe place to congregate as out of sight from patrols. 15 of the 17 burglaries occurred out of school hours. • Access routes to the school grounds are a contributing factor, in some cases the premises are insecure. 	<ul style="list-style-type: none"> ✓ Lack of knowledge of crime issues by those responsible for maintenance at locations. ✓ Poorly secured premises ✓ Lack of perimeter security ✓ Lack of ownership of problem
Issue 3	<p>Damage</p> <ul style="list-style-type: none"> • The school site was suffering from repeat intrusions at all hours. • This was resulting in damage and vandalism, approximate cost £20,000.00 to the school, often resulting in further criminal activity. • The school already has CCTV, but as there are 9 entrances and exits, plus low climbable perimeter wall, activity continues. • Under Fire Regulations exits have to remain open for access. • At night there is evidence that alcohol is brought to the site and consumed, exacerbating the behaviour. • Damage is largely under-reported by the school. 	<ul style="list-style-type: none"> ✓ Lack of knowledge of crime issues by those responsible for maintenance at locations. ✓ Poorly secured premises ✓ Lack of perimeter security ✓ Off Licence very close by with Proxy Sales and thefts taking place. ✓ Damage accepted by School as an operational consequence and report it internally.

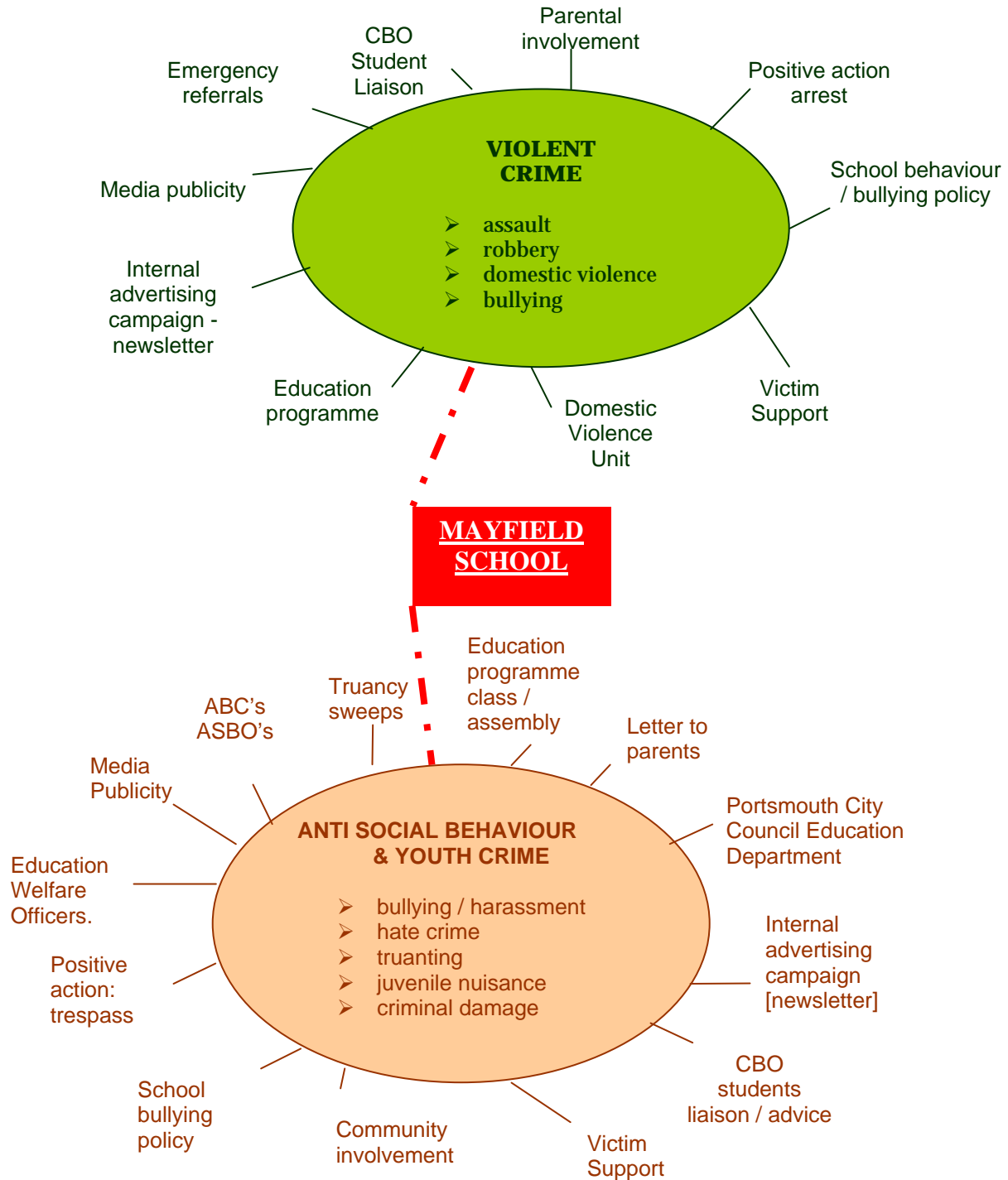
	<p>Issue 4</p>	<p>Theft and Vehicle Crime</p> <ul style="list-style-type: none"> • Two mobile phones a week were being stolen within the premises, only 14 reported to Police. • Phones are stolen during school times from both pupils and staff largely down to opportunist attacks. • Many are unreported or reported as lost on site. • Thefts of bicycles from the site occur during the school day, 14 have been reported to Police many go unreported. • The school does not have a secure area for bicycles, students chain them to the front school railings hoping that the roving CCTV camera will monitor. This is not the case. • Staff vehicles are suffering damage. 	<ul style="list-style-type: none"> ✓ A general belief that nothing can be done about it and that this was accepted as the norm. ✓ Lack of security of staff possessions ✓ Easily stolen items that are sold on again and broken up making recovery difficult. No way of identifying property. ✓ No secure area for storing Cycles 	
	<p>Issue 5</p>	<p>Exclusion and Truancy</p> <ul style="list-style-type: none"> • The national accepted level of unauthorised absence in Secondary Schools is 1.1%. This does not correctly identify truanting children specifically as this figure incorporates leave from education which is not authorised, such as holidays etc. • 1.1% at Mayfield would equate to 14 children on average being registered as an unauthorised absence. The figures are in excess of this with 13% of children registered as an unauthorised absence. • The exclusion rate is a concern to the school and they want to reduce this through their own multi-agency structures. 	<ul style="list-style-type: none"> ✓ Acceptance by the students that they can leave the site when they wish to. ✓ Some of the students believe this is the only way to deal with personal issues and problems. ✓ Site set up, access and egress too easy from all areas with little supervision of exits due to the size of the site. ✓ Local pupils not engaging in School or Community activity. 	

		VICTIMS	
	Issue 6	<ul style="list-style-type: none"> Majority of Victims (56 incidents out of 96) are the students. This often stems from bullying and an acceptance of the bullying. Many incidents occur and apparently go unreported. Staff and teachers are victims. (20 incidents out of 96) The Establishment of Mayfield School is a victim (20 incidents out of 96). The Local Community around the school is a victim of repeat offending and anti-social behaviour 	<ul style="list-style-type: none"> ✓ A lack of knowledge and understanding of the facilities available within the school structure. ✓ Acceptance of the social structure established amongst the students. ✓ No respect for each other, themselves or the premises and property under their control and access. ✓ A general “can’t do anything about it!” attitude by the communities and the police.
		OFFENDERS	
	Issue 7	<ul style="list-style-type: none"> Offences tend to be related to long-term arguments and bullying involving assaults. 19 incidents were detected with an Offender during time span identified, of which 3 were repeat offenders. All were students. Incidents appear to be largely down to opportunistic behaviour when a theft is concerned and in the case of Damage it would appear that night time damage is caused by large groups of youths congregating on the site. These groups often have alcohol on them as seen on CCTV but individuals are not identifiable. 	<ul style="list-style-type: none"> ✓ Local culture, peer pressure, alcohol related. ✓ There has been a lack of targeted police response and limited staffing available to investigate crime in school ✓ Offenders are dealt with in school by their procedures and the Police are not aware of their increasing misbehaviour. ✓ A belief that “you can get away with it ‘cos nothing gets done!”

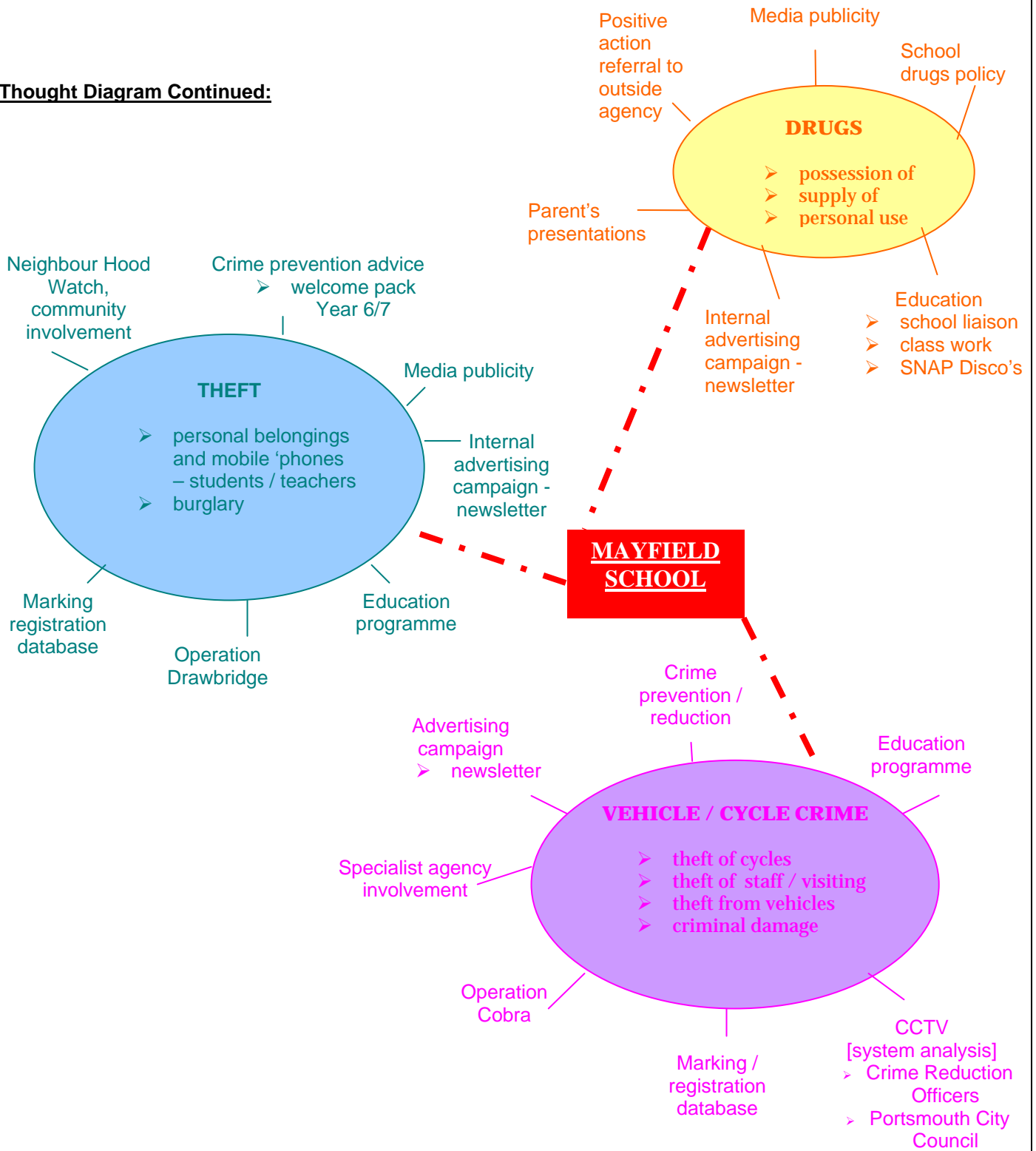
SOCIAL ENVIRONMENT		
Issue 8	<ul style="list-style-type: none"> • Public fear of crime is high but the expectation of the police is low. • There is a perception of the residents immediately around the School site that the children are responsible for the crime on their doorsteps. • Residents find large groups daunting. The area is a gathering point for youths, recognised as one of the largest concentrations of youngsters in the City. 	<ul style="list-style-type: none"> ✓ Public apathy contributes to a lack of surveillance / guardianship and assists the continuing misbehaviour of the youths. ✓ Disposal of any stolen goods continues amongst society as it cannot be traced or identified.
ORGANISATIONAL ISSUES		
Issue 9	<ul style="list-style-type: none"> • Perception that schools 'Police' themselves and therefore do not require our input. • Community Beat officers are not tasked to work with this element of society and even avoid attending sites. This may be due to their own perception of the reception they may receive from the establishment and students. • Competing Force priorities resulted in the removal of Schools Liaison input to secondary schools some years ago. This Prime project has developed during this period between two separate schools liaison structures. • A new level of provision is currently being considered under Safer Schools Partnership. 	<ul style="list-style-type: none"> ✓ Apathy by the police and public, lack of focus on the real problem, poor media reporting, unfocused crime reduction activities. ✓ Removed support without replacing with a suitable strategy which has been left in excess of 3 years. ✓ A general attitude that the youth are to blame.

NOTE: This Thought Diagram is spread over 2 pages. It identifies policing priorities linked to schools, communities and possible interventions linked to underlying causes

Fig 6



Thought Diagram Continued:



Responses

As a result of utilizing the developed mind map shown in fig. 6, research was carried out to identify empirical and innovative ideas to provide appropriate responses. Responses were considered and prioritised against the principles of situational crime prevention matrix, 'Twenty-five Techniques of Situational Crime Prevention' by Cornish and Clarke (2003) (see chart in Appendix E). Listed against suggested responses in brackets on pages 20 and 21 are the relevant areas of the matrix in order to maximise success.

Appropriate aims and objectives were also included as identified from Passport to Evaluation (Home Office 2002 p40).

Key areas of the 25 Techniques:

- Increase the Effort
 1. Target Harden
 2. Control access to facilities
 3. Screen Exits
 4. Deflect offenders
 5. Control tools / weapons

- Increase the Risks
 6. Extend Guardianship
 7. Assist Natural Surveillance
 8. Reduce Anonymity
 9. Utilise place managers
 10. Strengthen formal Surveillance

- Reduce the rewards
 11. Conceal targets
 12. Remove targets
 13. Identify property
 14. Disrupt markets
 15. Deny benefits

- Reduce Provocations
 16. Reduce frustrations and stress
 17. Avoid disputes
 18. Reduce emotional arousal
 19. Neutralise peer pressure
 20. Discourage imitation

- Remove Excuses
 21. Set Rules
 22. Post Instructions
 23. Alert conscience
 24. Assist compliance
 25. Control drugs and alcohol

The partnership set the following objectives. To reduce in a comparable period from the previous year:

- ✓ Thefts of Mobile Phones 15%
- ✓ Cycle Thefts 15%
- ✓ Criminal Damage and graffiti 20%
- ✓ Vehicle crime at Mayfield 15%
- ✓ Police calls to Mayfield 15%
- ✓ Bullying and assaults 25%
- ✓ Student Exclusions 15%
- ✓ Truancy 10%
- ✓ Increase reported Bullying

Time Span for Introduction of objectives

Fig 8

Objectives	Sept 2003 – March 2004	April 2004 – Sept 2004	Sept 2004 – March 2005	April 2005 – March 2006
Mobile Phone initiative	Implement		Assessment	
Cycle Initiative			Implement	Assessment
Criminal Damage Awareness	Implement		Assessment	
Vehicles Initiative	Implement		Assessment	
Reduce Police Attendance		Implement	Assessment	
Bullying Policy	Implement		Assessment	
Tackle Exclusions	Implement		Assessment	
Tackle Truancy	Implement		Assessment	
Increase reported Bullying	Implement		Assessment	

Responses to: Issue 1 - Bullying in Schools - (6, 7, 9, 16, 19 & 21)

Best Practice in dealing with Bullying is already in place. Examples of these were analysed and in partnership consultation, a suitable Policy was drawn up. It was implemented by:

- ✓ Advertising No Bullying Campaign through School.
- ✓ Posters in corridors with names and details of key individuals to contact.
- ✓ Information for students made available on Intranet
- ✓ Adopting a Multi-agency approach to dealing with reported incidents.
- ✓ Encouraging students to report "Bullying" activity.
- ✓ Counselling for bullying perpetrators
- ✓ Appropriate rule setting
- ✓ Utilising mentors from existing school council

Responses to: Issue 2, 3, 6, 7 & 8 - Application for a Designated Area – (4, 6, 16, 17, 19, 22 & 24)

A joint partners' application for Designated Status under the Antisocial Behaviour Act 2003 was successful and implemented 22nd of July 2004.

- ✓ Maximum effect gained through extensive publication.
- ✓ 3500 letters issued to students in Copnor.
- ✓ A5 leaflet distributed to residents informing them about their special status living within a designated area.
- ✓ News Media release identifying area.
- ✓ Posters around the area at key locations.
- ✓ High Visibility Police patrols enforcing status to youths and parents

Responses to: Issue 4 - Mobile Phones & Cycle Crime – (1, 2, 7, 12, 5, 13, 14, 15, 21, 22, 23 & 24)

Property marking was used to alleviate the problem of Mobile Phone theft by reducing the value to the thieves.

- ✓ 400 mobile phones were post-coded and data-based increasing the probability of tracing property.
- ✓ Previous good practice demonstrates positive marketing sold successfully was a necessity. Individual classes in school were approached focusing attention on individuals, maximising the impact, encouraging recognition, respect and ownership of property.
- ✓ Owners were given crime prevention pack consisting of: advice, ultra violet pens, security stickers, key rings and contact information. These were victim orientated, encouraging them to continue the activity.
- ✓ Packs cost £1.00 each, overall cost to date £400.00
- ✓ Increased education to students and encouragement to take ownership for themselves and their property.
- ✓ The School Council made responsible for marking and logging all new phones, making the scheme self-policing.

After scanning all 10 schools it was identified that a "Cycle Cage" could reduce cycle thefts, (phase 2).

- ✓ In consultation with partners the school wrote a suitable Travel Plan. This plan applies for funding from the council to secure a safe form of travel for the school children. A secure Cycle Cage is to be built in the summer of 2005.
- ✓ A property marking system incorporating ultra violet marking and acid etching aligned to a telephone operated 24:7 database.
- ✓ Marking kits cost £1.75 each, 50 packs were allocated to the school at a cost of £87.50
- ✓ A high profile launch was used in the City using media and road shows and will be used in the school.
- ✓ The School Council will be tasked to maintain this scheme along with the phone database.

Responses to: Issue 5 - Improved Site Security – (1, 2, 4, 7, 10, 12, 15, 19, 21, 22, 23 &24)

Through consultation it was decided to replace or secure perimeter fencing.

- ✓ Portsmouth LEA, Mayfield School, School Insurance and Hampshire Constabulary could clearly demonstrate the benefit of this investment showing potential reductions to costs of maintenance and investigation of crime. This demonstrates to the community that the partnerships were actively trying to reduce fear of crime.
- ✓ The partnerships are in full consultation with a view to the fence being erected in the summer of 2005. This should minimise truancy, intrusions to the site, improve safety for the students and help further reduce crime and the fear of crime.
- ✓ Full costs to be identified, £100,000.00 from efficiency savings budgets from all parties allocated so far.

Responses to: Issue 6, 7 – Victims – (6, 8, 9, 10, 14, 16 & 23)

- ✓ Counselling for victims and perpetrators within school.
- ✓ Improved reporting processes.
- ✓ Advice service for school.
- ✓ Improved reassurance through community communications through updates/letters/feedback and media.
- ✓ Victim monitoring

Responses to: Issue 8 & 9 – Social environment/organizational issues.

Have been achieved as a result of responses to issues 1 – 7 as outlined above.

- ✓ A presentation was written as a response in consultation with all parties, so that any police officer that wanted to interact with their local school would have a template and resource pool of information to affect similar local partnerships.
- ✓ Utilise the new PRIME I.T. facility. This facility was a management tool allowing any agency to successfully compile their scanning analysis response and assessment material (SARA) with a full management appraisal available for summary and guidance of your PRIME project.

Assessment

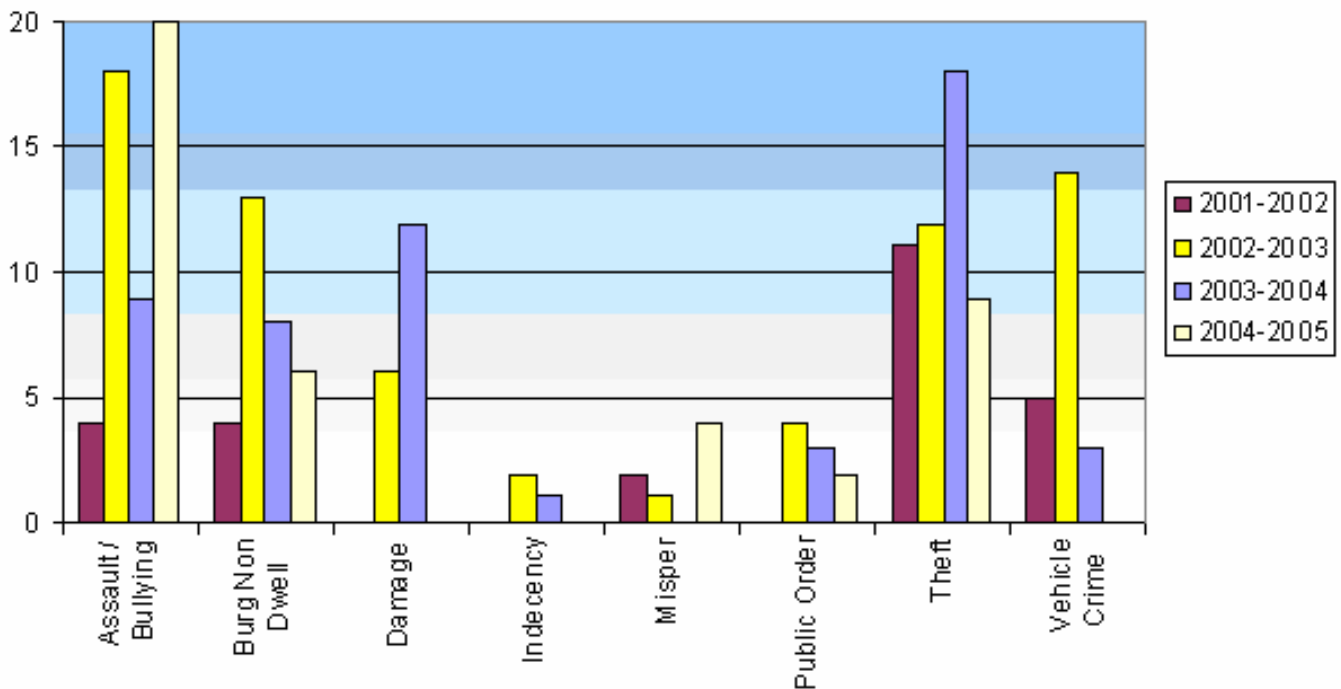
A strict evaluation process was employed utilising police and education data together with consultation via victim and offenders through surveys and one to one interviews.

According to Fig 8 - 1st Feb 2003 – 31st Jan 2004 the Constabulary spent approximately £17,930 in investigation into crimes at Mayfield School. In comparison from 1st Feb 2004 to 31st Jan 2005 costs had reduced to approximately £8705.00. In its first year, the project to date has saved Hampshire Constabulary approximately £9,225.00 as identified by police activity based costing.

The project has been running for 12 months and repeatedly receives recognition for success achieved by working in partnership. So far the project has seen a marked reduction in incidents relating to issues 1, 2, 3 & 4 reported at Mayfield School as demonstrated in comparison from Fig 1 ante shown in fig 9 below.

Fig 9

Graph to show breakdown of offences recorded on Crime Information System for the baseline period 01/02/01 through to implementation date 31/01/04 to 1st Assessment on 01/02/05



Issue 1 Assaults / Bullying - An increase in reports of assaults has been achieved as a result of the responses. Interviews with staff and students have identified that more incidents of this nature are being reported as the student culture appears to trust and understand the systems available and are happy to advise the partnership of their concerns. It is expected that once the influx of information and incident recording has been dealt with we will see a reduction in the area of assaults following the pattern of other results so far.

Issue 2, 3, 4, 5 & 8 - Have been tackled collectively as a result of Higher visibility patrols by Police during the Designated Area, improved community contact and partnership management, thereby exceeding all the set aims and objectives of these responses. Reduction totals are:

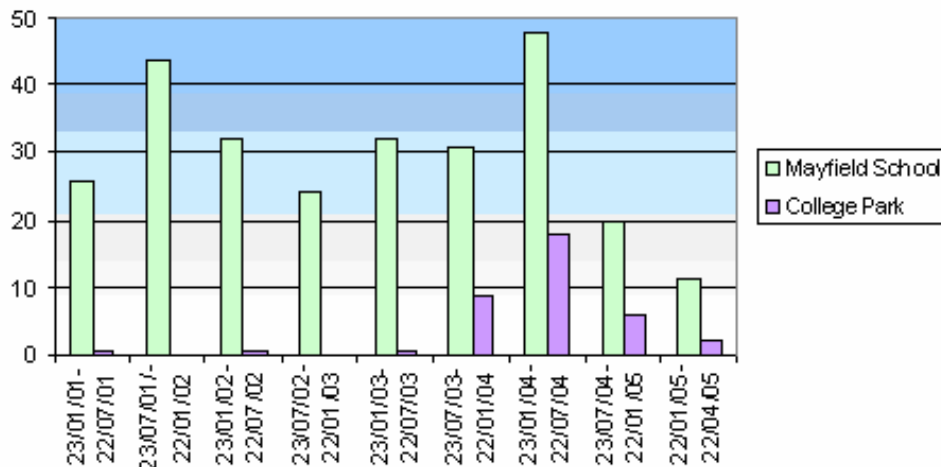
- ✓ Burglary 25% (2)
- ✓ Damage 100% (12)
- ✓ Theft 50% (9)
- ✓ Vehicle Crime 100% (3)
- ✓ Exclusions 42% (37) ([See full report in Appendix C](#))

Mayfield has seen a reduction of 42% exclusion rates of their students compared to the City average of a 30%. Since the start of the project several visiting parties to the school have witnessed some significant changes in the overall behaviour of the children. The change within the local community around the school has also been recognised by residents and businesses and the local councillor has remarked on the fact that he has “received fewer complaints since the implementation of the project”. Those who previously complained now approach Police on patrol and inform them how different it is to live in the area.

At the end of the initial six month period of the designated area, assessment showed a 68% drop in calls to the most problematic parkland areas, with a 42% reduction in calls to Mayfield School, compared with the previous six months. The designated area was so effective that it was not considered necessary to reapply for the order. This Fig 10 shows possible links to displacement activity into the community around Mayfield School.

Fig 10

Graph to show breakdown of incidents reported in the designated area in comparison to previous 3 years over similar periods. Designated Area implemented 23/07/04.



Issue 4 Property Marking - started on 05/01/04 and reduced reported theft of phones by 100% (13). The benefits are,

- ✓ As a result of monitoring of this response the police were unable to meet demand. The response was modified, the phones are now recorded on the “MendUK” National property database and have proved easy to administer and monitor.
- ✓ An additional identified benefit was that children took crime prevention home to their parents and families, increasing the amount of property being security marked in Portsmouth.
- ✓ Student council are now responsible for the property making scheme

The planned activities around cycle making and security are due to be implemented in phase 2 commencing summer 2005.

Issue 6, 7, 8 & 9 - The Schools Project was set up to reduce crime in Mayfield School and to improve the quality of life for the residents around the school by achieving

- ✓ A true partnership approach.
- ✓ The beat team established significant contacts with the school Senior Management Team.
- ✓ The police have demonstrated the need to provide appropriate responses raised by their scanning and analysis.
- ✓ Sustained working practices with all partners.
- ✓ Improved policing and community guardianship.
- ✓ An agreement was reached with the school balancing the police approach with due regard for school regulations and in particular their terms and conditions of acceptable behaviour on the site, subject to no serious criminal activity taking place.
- ✓ Effective community updates with flyers and hotline access to Police and Council for anti-social behaviour enabling information to be exchanged more effectively. (See Appendix F)
- ✓ The benefit of regular newsletters to all homes to sustain reassurance is essential.
- ✓ After the latest Ofsted interim inspection Mayfield School came out of “**Special Measures**” and was identified as a “rapidly improving school with clear management”.
- ✓ A second customer survey has been commissioned to gauge the community’s perspective on the changes.
- ✓ Power Point presentation identifying “good practice” approach for the City.

The new relationship enabled each establishment to benefit from intelligence reports working with the National Intelligence Model, (NIM) submitted by parties such as the Police, Mayfield School, the LEA, Social Services, and Portsmouth Youth Services, Motiv8, Connexions and the North End Young Peoples’ Project.

To date almost all the objectives of the project have been met and exceeded and the project continues to grow.

Lessons Learnt

18 months post concept of the project, the evaluation of this project has identified the following as essential considerations for any future / similar projects:

- ✓ When establishing new partnerships a minimum of 6 months lead in time is required.
- ✓ Identifying “good practice” and clear benefits are essential to engage partnerships.
- ✓ Don’t expect everyone to work at the same pace.
- ✓ When looking for funding appropriate business cases are essential.
- ✓ Continuity of personnel is essential to the success and sustainability of the project.
- ✓ Don’t trust anecdotal evidence, fully research all partners issues and concerns.

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