



# Home Office

## Crime Reduction & Community Safety Group

### Tilley Awards 2007

#### Application form

Please ensure that you have read the guidance before completing this form. **By making an application to the awards, entrants are agreeing to abide by the conditions laid out in the guidance.** Please complete the following form in full, **within the stated word limit and ensuring the file size is no more than 1MB.** Failure to do so will result in your entry being rejected from the competition.

Completed application forms should **be e-mailed to [tilleyawards07@homeoffice.gsi.gov.uk](mailto:tilleyawards07@homeoffice.gsi.gov.uk)**

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

#### Section 1: Details of application

Title of the project: Youthwatch

Name of force/agency/CDRP/**CSP**: Avon and Somerset Constabulary

Name of one contact person with position and/or rank (this should be one of the authors):  
Sergeant Ian Baird

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**If known please state in which Government Office area you are located e.g. Government Office North West, Government Office London etc:** Government Office South West

Name of endorsing senior representatives(s):  
ACC Steve Mortimore

Name of organisation, position and/or rank of endorsing senior representatives(s):  
Assistant Chief Constable

Full address of endorsing senior representatives(s):

As above.

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



## **Section 2: Summary of application**

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

Youthwatch is a citizenship project for young people to help them effect and achieve positive change in their community to make safer stronger neighbourhoods.

Crime, crime reduction and anti-social behaviour are key themes in Youthwatch but Youthwatch doesn't just seek to divert young people away from offending by doing something more constructive with their time. Youthwatch engages them in looking at those problems in their own community and working to resolve them.

This engagement runs across the board involving young people at low risk of offending through to young people who are offending. Mainstream young people gain an opportunity to engage and change their communities for the better. Young offenders gain the opportunity to do this and also begin to understand the impact of their offending. They are re-integrated back into their peer group, which also helps to reduce offending and gain an understanding of how to live useful and integrated lives in their community. Youthwatch is both a problem solving and crime reduction project through engaging and developing young people.

Youthwatch groups are set up by young people in schools or in the wider community to address concerns that the young people themselves have about their community and in doing so develop skills centred around pro-social responsibility, leadership and good citizenship.

The young people themselves run Youthwatch groups. A police officer, school staff member or member of a partner agency acts as a 'steer' for the group, but does not run the group. Young people are encouraged to decide, debate, plan and execute their projects themselves with the 'steer' using their maturity and experience to assist them. There are always two adult 'steers' from two different agencies.

A Youthwatch pack has been produced which is allied to the DfES Citizenship Curriculum. The wider subject matter of this pack, rather than just looking at the traditional police subjects of crime, drugs and disorder, engages a larger number of young people to get involved with community projects and to start taking responsibility for their community. It is this opportunity to get involved at many levels and with a wide range of subject matter that has been so successful whilst forming relationships with local police and other partners has given them the opportunity to achieve results which they can see and appreciate very quickly.

### **Section 3: Description of project**

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

#### **1.0 Objectives of the project**

- 1.1 Crime and anti-social behaviour committed by young people is a primary concern for both the Government and communities. Similarly, the opportunity to prevent offending, victimisation and to assist young people to enjoy healthy and fulfilling lives is an overarching aim of the Children Act 2004 through the premise of 'Every Child Matters' and its five key outcomes, Be Healthy, Stay Safe, Enjoy & Achieve, Make a Positive Contribution and Achieve Economic Well-Being.
- 1.2 Youthwatch offers an opportunity for young people, communities and partner agencies to work together on problems, work together on reducing crime and to develop community relationships to define Safer Stronger Neighbourhoods.
- To engage young people in citizenship related projects that effect positive problem-solving change in their communities.
  - To enable young people to learn how to reduce crime and victimisation.
  - To form relationships between young people and their communities that binds communities together and recognises that everyone has a valuable part to play.
  - To develop young people's skills and ideas of pro-social responsibility.
  - To re-integrate young offenders and stop their offending.
  - To offer an opportunity to form relationships between the police, partner agencies and young people.

#### **2.0 Definition of the problem**

- 2.1 It is widely acknowledged that relations between young people, communities and the police have at times been distanced and strained. Misunderstanding has often thrown up barriers and mistrust seeps into the void.
- 2.2 The 1998 Crime and Disorder Act began a process of integrating public service provision to provide better services for communities and to make public services more accountable to the communities they serve. A huge number of high level policies and strategies have been generated, introduced to govern the processes through which services are delivered but it is undeniably true that it is the real actions of real people with young people and within communities that makes the difference, delivers the service, solves problems and reduces crime.
- 2.3 This new and challenging problem has thrown up some interesting dilemmas. Whose job is it? Who takes primacy on a particular task, Should or shouldn't we get involved? Through the past nine years of 'norming, storming and forming' a huge amount of both debate and work has been stimulated in these respects but the answer really is that we all bear responsibility and all have a contribution to make towards resolving problems and reducing crime.
- 2.4 How and when should the police become involved with young people? Is the police service merely an enforcement agency that reacts to crime once it has been committed or does the police service have an integrated role to play in preventing crime and in particular crime committed by young people? The

answer, of course is the latter and Youthwatch offers a unique opportunity to interact, form relationships and pro-actively engage in action together to problem solve, reduce crime and improve communities well-being. Youthwatch in its present format is aimed at 12 – 18 years olds. Separate provision is made within Avon and Somerset Constabulary for the younger age groups.

Case Study – S was excluded from his school for supplying a small amount of cannabis to a friend. On his return to school he had a 'reputation' and although physically quite an imposing lad, he was constantly picked on and began spiraling downwards. He joined the Youthwatch group when it started and enthusiastically involved himself in a property marking campaign. On speaking to the police officer steering the group he expressed an interest in the police. An incentive to visit the local divisional HQ if he could stay out of trouble until the end of term was agreed and adhered to. His standing amongst his peers soon recovered and he is now back on track. Through Youthwatch he has initiated a bullying project and support group within the school and is now looked up to as a leader in his peer group. His ambition is to be a police officer. (Norton Hill School – Radstock).

### 3.0 Response to the problem

- 3.1 **The start of Youthwatch:** Youthwatch began as a project in the Mendip Hills area of Somerset to engage and empower children and young people, through the structure of Neighbourhood Watch in schools, to raise awareness of crime issues and, with the local police, take action to reduce and resolve local problems.
- 3.2 A number of mobile phones had gone missing at a comprehensive school and a volunteer group within the school, the first Youthwatch, decided with the assistance of their schools officer to hold property-marking sessions. The young people, advertising the event, designed leaflets and posters. A number of phones were marked which was equivalent to 98% of the pupils attending the school (presuming each one presented one phone) and property-marking packs were additionally handed out to take home. The pupils took their new-found skills home and involved their families by marking their phones. The local policing team got involved, pro-actively checking mobile phones with UV lights , visibly backing up the Youthwatch through their activity on the streets The result of this exercise was a 48% drop in the recorded levels of thefts of mobile phones in the town over the following six months.
- 3.3 **The developing project:** Youthwatches were set up in other local schools and took on a wide variety of tasks including bullying, animal welfare, fire and firework safety, anti-social behaviour, drugs awareness and many others. There was soon 100% coverage of the Mendip Schools and the project began to spread to other areas. Teachers in these schools began to take a keen interest as they recognised that the concept of Youthwatch would assist them with delivering citizenship within the national curriculum, a part of the curriculum that was introduced in order to put belonging to a community back on the agenda.
- 3.4 **The need for a resource pack:** At this point it became apparent that a resource pack was needed for both young people and their steers to garner ideas from. Youthwatches were set up in other local schools and took on a wide variety of tasks including bullying, animal welfare, fire and firework safety, anti-social behaviour, drugs awareness and many others.
- 3.5 It was seen that there were a selection of resources available but most were constrained around narrowly defined areas of particular agencies business and because of this constraint, were of limited use to schools. The DfES Citizenship Curriculum was also examined and it was noted that out of 21 key areas, the police working in schools could have a strong influence on 15 of them and some influence over a further 3. It was also apparent that if young people were encouraged or given an

opportunity to work on something tangible, to actually achieve change and show interest and responsibility in their community, that it was not necessarily a 'crime' related topic that they had to be working on. This opportunity to develop pro-social responsibility has a knock-on effect on other areas including an ability to make sensible decisions about involvement in crime.

3.6 The prototype Youthwatch pack was drafted. It covered 31 Citizenship associated topics set under 5 key themes:

- **Community:** Government and Democracy – Media - Police, Law and Justice – Rights and Responsibilities – Your Local Community
- **Diversity:** Asylum Seekers – Disability – Hate Crime – Race, Religion and Culture – Sexual Orientation and Gender
- **Environment:** Flooding – Litter and Graffiti – Pollution and Energy Waste – Recycling – Wildlife – Animal Welfare
- **Fire:** Arson – Fire Safety – Fireworks – Hoax Calls
- **Police:** Car Crime – Crime Reduction – Domestic Violence – Drug and Alcohol Awareness – Property Marking – Theft
- **Safety:** Bullying – Personal Safety – Public Transport – Road Safety – Water Safety

3.7 Each agency whose areas of business this pack touched upon was consulted and responded with corrections, additions and advice. Young people at the currently participating schools were also consulted about content and the format of the document. It was noted that a number of the resources available at that time were considered patronising by young people and consequently the language of the Youthwatch pack was deliberately not 'dumbed-down' to a level at which an adult felt it was appropriate nor were the usual bright primary colours and cartoon characters employed. Young people and teachers alike have commented upon this positively.

Case Study C came from a family that displayed some of the classic predictors for future offending: poverty, single parent and a close family member (father) who was an active criminal. C volunteered to join the first Youthwatch group and has been an active member ever since (4 years). Through Youthwatch he has become involved in a wide variety of projects including property marking, fire and firework safety, a media campaign to seek intelligence on a motorist who was trying to pick up young boys, bullying projects, and speaking about Youthwatch at various events. C is now 17, has never offended and enjoys a good relationship with his local Neighbourhood Policing Team. (Crispin School – Street)

3.5 **How the pack is used:** The sub-sections within the pack are divided into three key areas: **What's it about, What you can do** and **Signposts**

3.6 **What's it about:** This section is designed to give both young people and, if necessary, the steer, some information about the subject matter related to the project on which they wish to work. This is not intended to be holistic but is intended to stimulate an interest to find out more...

3.7 **What you can do:** This section gives some ideas for projects or actions that can be undertaken to work towards their goal. Again, this is not intended to be an holistic list but a guide to get the imagination going to come up with their own solutions.

3.8 **Signposts:** A selection of information points, mainly websites, where more information can be gleaned or which may lead to contact with agencies or individuals who can assist with citizenship projects.

3.9 The Youthwatch pack is not a didactic resource. It is a pack of ideas to stimulate real actions to achieve positive change. A Youthwatch group is similar to a Local Action Team. It can be formed to address a particular issue and then disbanded or it can remain as a constant presence to address a

number of issues. Its structure is fluid and can be varied according to circumstance. When embarking on addressing a particular issue the steer can discuss with the group the information on the 'What's it about' section related to their project to achieve a common understanding of the issues involved. Having discussed the issue the group can move on to the 'What you can do' section to generate ideas and use the 'Signposts' section to find out more or, as previously mentioned, make contact with key individuals.

Case Study - A male driving a black Land Rover had made several attempts to pick up young boys in a Somerset town. Immediately the local Youthwatch responded with personal safety advice being fed through the Youthwatch to the rest of the school. Everyone at the school became aware of the dangers. Hundreds of the Avon and Somerset 'Action on Street Crime' cards were circulated and media interest at a local level was intense, particularly because of the involvement of the young people. Possible sightings of the vehicle were reported through the Watch members back to the police and although the identity of the driver was never established, the raised awareness of personal safety issues both in the school and in the wider community was immediately attributable to the structure of Youthwatch and the attempts to pick up boys stopped.

- 3.10 **Resources:** Typically Youthwatch groups meet for one hour each week, however this normally accelerates according to the size and/or complexity of the project as it progresses, but as such it is not particularly resource intensive for any of the 'Steers' involved. The steer and the group set their own timetables according to what they want to achieve and what resources they have. Local councils, businesses and individuals have all assisted with resources but many groups can be resourced with materials commonly available within schools, youth clubs and from contributing agencies (e.g. police property marking packs).
- 3.11 **Agency involvement:** Although this is a police initiated project, some youth watch groups do not involve the police (for instance an Animal Welfare project at St. Dunstan's School, Glastonbury was effected with the RSPCA) or with multi Agency Partnerships (for instance the fire safety project at Norton Hill School, Radstock which utilised the Arson Task Force, a team of police and firefighters).
- 3.12 **Publicity:** Youthwatch projects attract a great deal of media attention which has the double effect of both illustrating to the young people involved the power of what they can achieve working together as a team and also to the community that their young people are doing something positive to improve neighbourhoods. Neighbourhood Watch Schemes have utilised Youthwatch in community projects, bringing together younger and older generations in a common cause (Street Neighbourhood Watch Association's 'Make a Difference' day with Crispins Youthwatch or Kingswood Neighbourhood Watch with Kingsfield School Kidswatch (Youthwatches are encouraged to make their group identifiable to themselves) jointly property marking for elderly vulnerable people).

Case Study: A Headteacher particularly wished her 'Target Group' to become involved with a Youthwatch project. This group consisted of young people with some difficult issues; behavioural difficulties, learning difficulties, criminal behaviour, poor attendance and exclusion records. Their initial reaction when the local Beat Manager and some colleagues walked into their class was predictable, however, after some forthright and lively discussion a common ground was found and an idea was put forward by the group for a graffiti wall. The Government and Democracy part of the pack was used to explain the relationship between taxation, Local Government, Central Government and funding for projects. A plan was devised and letters drafted to key people including the Clerk to the Town Council, a Local Councilor, the local Member of Parliament and the Deputy Prime Minister! Within three weeks the group had obtained funding for the graffiti wall, the free services of a local builder and materials at cost, and got themselves onto the front page of the local newspaper, something they had never achieved before. (Courtfields School – Wellington).

- 3.13 **Inclusion:** Youthwatch seeks to include everyone and Police Officers and others who are going to

steer a group are asked particularly to encourage young people who have 'broken the rules' to come forward and make a difference.

3.14 **Related Topics:** Youthwatch can be used as a conduit through which to engage with other important topics to reduce victimisation, crime and anti-social behaviour, and promote safety amongst children and young people. For example, the Child Exploitation Online Protection Service's 'Think U Know' package (combating online grooming) has been delivered through and promulgated by Clevedon Community College Youthwatch with their PCSO and an alcohol awareness package, 'Think B4 U Drink' is being used with a Youthwatch at Wellington Youth Club.

#### 4.0 Evaluation of the intervention : Examples

4.1 **Crime Reduction:** An evaluation of crime reduction was carried out by the crime reduction officer of the Wells Sector after the Crispin School mobile phone marking project. He found that there was an overall drop of 48% in reported theft of mobile phones over 6 months.

4.2 This project was used as a template and the results were replicated in other areas. When the figures started to rise again the project was repeated and the resulting impact on mobile phone theft mirrored the earlier success. It was an example of where the young people had identified the problem and concern that affected them. They were able to gain the skills, confidence and knowledge to make a practical real change and then cascade that empowerment to other young people and the community in general.

4.3 **Self Evaluation:** Youthwatches are advised to evaluate their projects. A good example is the Kingsfield Kidswatch Anti-Social Behaviour Project in which year 7 and 8 pupils filmed a documentary about anti social behaviour in their area. Not only did they film the physical effects but they also interviewed local people who had been affected by it. These included the Headteacher of a nearby primary school that had been broken into, the owner of a pre school nursery whose windows had been broken, a local Fire Officer and the local council's Community Safety Officer. Their film was shown to the whole school and each viewer completed an evaluation questionnaire. The results were overwhelmingly positive in respect of raising awareness of the issues, finding out what affected the viewers most, inspiring the viewers to do something positive to help their community and on the quality of the project itself.

4.4 **Prizegiving:** An annual competition is run with prizes given to the best projects. Last years competition, evaluated and judged in November 2006, was aimed at Anti-Social Behaviour. There were six winning entries from Youthwatches at Woolavington Youth Project (Sedgemoor), Clevedon Community School (North Somerset), Gordano School (North Somerset), Kingsfield School (South Gloucestershire), St Dunstan's School (Somerset) and Castle School South Gloucestershire) covering a wide range of anti-social behaviour topics ranging from bullying, to abuse towards elderly people to raising the profile of a village with a poor reputation as a good place to live. Two projects were judged to be outstanding and additionally awarded an engraved Bristol Blue Glass Rose Bowl. The awards ceremonies are held at police HQ that the young people attend with their 'Steer'. Prizes are presented by senior police officers, dignitaries and sponsors.

4.5 **Sponsorship:** Sponsorship has so far been obtained from the Office of the High Sheriff of Somerset, the mobile phone company O2 and the Police Community Trust charity totalling £30,000. The money is used to support projects embarked on by Youthwatches across Avon and Somerset.

4.6 **Failures:** The only Youthwatches that have failed are those where the adult steer has either not shown commitment or been unable to carry on with the project due to other conflicting circumstances. They have never failed through lack of interest from young people. One Beat Manager whose project was failing through lack of support from the designated teacher at the school moved the Youthwatch to

the local youth club, attended by the same young people, where it was enthusiastically received by the Youth Workers and continues to thrive as a partnership between the young people, the Beat Manager and the Youth Workers.

4.7 Achievements: Youthwatches have so far won four national awards:

**The High Sheriff's National Crimebeat Award**

**The Princess Diana Memorial Award**

**Finalist in Channel 4/Frank's National Anti Drugs competition**

**Silver Eco-School Award**

Appendices

Appendix A – paper copy of the Youthwatch pack

Appendix B – pdf copy of the Youthwatch pack

NB These appendices can only be attached to the hard copy which is being posted today.



**Section 4: Endorsement by Senior Representative**

*Please insert letter from endorsing representative:*

Youthwatch is a innovative project which has brought together not just the Police and young people to reduce crime and disorder but also opened an opportunity for other agencies to play their part in developing the pro-social responsibility of young people in our communities. Youthwatch has given many

young people across the communities of Avon and Somerset the opportunity to proactively work on a variety of citizenship projects, many of them centred around crime and anti-social behaviour. This opportunity would not have existed had it not been for the initiation and execution of this project and the excellent resource pack which accompanies it.

ACC Steve Mortimore

### **Checklist for Applicants:**

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

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