



European Crime Prevention Award
and
EUCPN Best Practice Conference 2011
Project Entry Form

The theme for this year's European Crime Prevention Award and EUCPN's Best Practice Conference is: ***"Sport, science and art in the prevention of crime among children and youth"***.

Because of the theme of the competition and general subject of the trio, projects should be linked with:

- activities of allowing young people avoiding the risks of crime or move away of it
- creating the system which allows juvenile to the creative development and which is choice to the juvenile delinquency
- education and related fields (i.e. sport, art, science) used in the crime prevention system

The list is not exhaustive. The projects may address any question relevant to this year's theme.

Please complete the attached form (the boxes are expandable). Note that the last point is for a one-page description of your project.

Entries should be in English, but may be accompanied by a version of the entry in the national language if wished. Each country may enter one project as its ECPA entry and up to two other projects to be presented at the conference. Projects should be submitted only through the National Representatives. The full ECPA rules can be found at www.eucpn.org

Deadline for entries is **October 15th, 2011**.

Send your entry or entries to: eucpn@mswia.gov.pl.

If you have any questions, please contact eucpn@mswia.gov.pl.



ECPA/BPC 2011

Please answer the following questions in English.

1. Is this your country's ECPA entry or is it an additional project? (Only one ECPA entry per country plus up to two other projects.)

UK ECPA entry.

2. What is the title of the project?

Charlton Athletic Football Club Social Inclusion Programme.

3. Please give a short general description of the project.

Kent is one of the largest counties within the UK and is situated south east of London. Due to Kent's geography and demographic profile, it has a high number of old housing estates and a very high level of young people. The Indices of Multiple Deprivation (IMD) indicate that these areas demonstrate a higher level of youth crime rates, Anti Social Behaviour (ASB) and school exclusions, giving rise to higher levels of juvenile delinquency. As a result of these and other factors, the project focused on re-engaging 'at risk' young people in areas highlighted by the Indices of Multiple Deprivation (IMD) by using professional football coaching as a vehicle for engagement.

Young people were identified in communities and within schools who were on the cusp of offending or being at risk of crime and anti-social behaviour. Once the professional football coaches had engaged with and won the trust and confidence of the young people through a range of sports, they could then educate and develop them to understand risks, be responsible for their actions and move away from a life of crime and juvenile delinquency.

As an example to the size of the project, during one year of the project it has supported and diverted over 96,000 young people, a figure that could fill the European 2012 Football Championship Final stadium one and a half times!

4. Please describe the objective(s) of the project.

As this was a true partnership supported by many stakeholders such as the Home Office and community safety partnerships such as the Police, the following objectives set were:

- reduce exclusion rates in 2000 pupils identified at risk (thus avoiding the risk of becoming a victim or offender of crime and reducing the risk of delinquency).
- increase 'in school' attendance by 4% (as above plus using the professional football coaches as education deliverers of crime prevention sessions).



- decrease the number of PE (Physical Education) refusers by 25% (as above plus using sport as a means to improve health, channel enthusiasm and learn respect and fair play).
- reduce Anti-Social Behaviour reports by 25% from those communities where the sessions were running (as above plus educating the young people to respect each other and the community they live in).
- create a sense of community responsibility.

If partners could achieve these targets, they believed it would reduce Anti-Social Behaviour, disorder, crime and fear of crime for the longer term.

5. How was the project implemented?

This initiative became a community project, encompassing the communities by involving them and partners such as the Police, the Fire & Rescue Service and councils. To remain flexible within the communities, the project could be moved to other locations, days/times that were suffering similar issues.

After liaising with the young people and partners, appropriate areas were identified where Charlton football training sessions could be set up on areas such as playing fields and open spaces. This ensured that young people were attracted to a central place, thus avoiding the risks of crime associated with these usual gathering places, where they could now meet in a supervised environment with trained football coaches. These areas attracted both young males and females, which afforded partner agencies to attend the sessions to support, engage and build relationships with young people.





The steering groups identified key target areas and groups of young people to deploy the schemes, which involved extensive coaching within estates and communities, as well as within schools across Kent. Identification for coaching also took place in alternative curriculum programmes and pupil referral units (where young people are excluded from school), targeting young people, who for various reasons, had become disengaged from mainstream education. Significantly, the delivery was not restricted to football but provided a large number of various forms of activities and programmes, designed to engage young people, including outreach to the homeless, asylum seekers, young offenders and groups/gangs. These included:

- life skills programmes
- teenage pregnancy awareness
- netball
- basketball
- fishing
- first aid
- boxing
- dance
- one to one mentoring





Partners had to be cognisant of the needs of all stakeholders and the young people when delivering new activities and outreach work. To address the educational issues, schools across Kent and South East London agreed to take part in a project involving Charlton coaches and coordinators, who brought a wide range of experiences to the scheme. Consultation was key to ensuring that tailored responses were flexible depending on the profile of the group, locations and funding. New ways of working between partners also included using these responses to other locations that were experiencing similar emerging issues.

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

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

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

- Personal safety (including the internet)
- Social responsibility & respect
- Peer pressure & bullying
- Drugs & smoking
- Alcohol awareness
- Healthy eating
- Fitness & group sport
- Numeracy & literacy
- Racism & stereotyping
- Guns & Knives





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

Steering groups had a range of monitoring tools in place coupled with the programme's ability to be responsive, ensuring that effective review and evaluation procedures were in place. Further detailed responses are also included in the 'Summary of Measurable Impact by Canterbury Christchurch University', as this provides a good indicator of the impact of the responses used.

6. Were partners involved in planning and/or development and/or implementation of the project? If so, who were they, and what were their roles?

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

- The Home Office
- Police
- Kent County Council
- Kent Fire & Rescue Service
- Charlton Athletic Community Trust (CACT)
- Kent Football Association
- The Football Foundation
- Network Rail
- Local Crime and Disorder Reduction Partnerships and Steering Groups
- Social housing providers
- Youth related partners
- Schools, colleges and alternative education providers

Agencies came together creating specific partnerships such as the Kent Partnership and the London Partnership, which were formed to monitor and support the project, which cumulated in the signing of the 'Partnership Agreement'. This added an extra element by assisting in developing and enhancing the project by raising awareness amongst communities and other agencies, thus assisting in supporting the young people further in preventing them becoming both victims and offenders of crime.

7. How did you build in plans to measure the performance of the project? Has the project been evaluated? How, and by whom?

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



In addition, the strategic and local steering groups managed the performance of the project to ensure each agency's objectives could be addressed and milestones maintained.

Deployments of the schemes on the estates were managed locally and proved dynamic in catering for the changing needs of the young people and the wider community. The impact of the local schemes was monitored weekly to ensure the activity addressed local needs, the schemes objectives and any displacement.

In addition to the university evaluation, other awarding bodies have assessed the scheme. Some of the awards include:

- 2007 Business In The Community Big Tick Award – Excellence in Community Work
- 2007 Business In The Community Silver Jubilee Award – Community Engagement
- 2008 Business In The Community Best Impact Project in Kent
- 2008 Football League Family Excellence Award
- 2008 Football League Best Community Club of the Year
- 2009 Football League Community Club of the Year
- 2009 Football League Family Excellence Award
- 2009 Crime Prevention 'Tilley' Award Winner
- 2011 EBPK Work Experience – Outstanding Employer Award

8. What were the results? How far were the objectives of the project achieved?

The university findings identified that the key objectives were achieved and exceeded:

The key objectives achieved were:

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

Supporting Study

Additional University Findings:

The following information is from the University findings:

1) School educational projects:

School staff selected which young people would take part. There was some variation in the process, however, the majority of schools carefully selected young people they felt would benefit from the scheme, largely those with low self-esteem. One teacher commented:

"We've got some very needy students. Over 50% of our cohort are special needs students so we have got some very needy students, some [from] very poor



backgrounds, 60% from broken homes, large numbers in care, so for me, academic isn't as important as social development.. . I would justify this [it] to governors, etc. in terms of engagement. Significant numbers of our kids... it is difficult to get them to access the curriculum. There are more children sitting out of lessons that you would hope".

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

2) School workshops:

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

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



3) Behaviour and Self-Esteem:

Schools carefully selected young people who they felt would benefit from the scheme, largely those with low self-esteem. There is also evidence that the scheme has improved



young people's behaviour and self esteem. Evidence emerged from school-based and estate-based case studies and from interviews with young people and other agencies. The emphasis placed on the importance of 'respect' on and off the pitch by the coordinators and coaches was extremely important, as this enhanced the behaviour of many young people and provided them with a positive role model.

There were also a number of individual case studies of young people who had benefited hugely from the mentoring and training provided by coordinators.

4) Anti-Social Behaviour:

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



6) Activities/Responses:

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





7) Guns & Knives:

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

9. Are there reports or documents available on the project? In print or on the Web? Please, give references to the most relevant ones.

There are various reports and documents about the project, which include:

- Commissioned Canterbury Christ Church University Department of Educational Research, two-year empirical evaluation.
- Charlton Athletic Social Inclusion Strategy.
- Charlton Athletic Community Trust website (<http://www.cact.org.uk/index.php>).
- Educational DVD material on Guns and Knives.

All copies are available from the author.

10. Please, write a *one page* description of the project:

Kent is one of the largest counties within the UK and is situated south east of London. Due to Kent's geography and demographic profile, it has a high number of old housing estates and a very high level of young people. As a result of these and other factors, the project focused on re-engaging 'at risk' young people in areas highlighted by the Indices of Multiple Deprivation (IMD) by using professional football coaching as a vehicle for engagement.

Young people were identified in communities and within schools as on the cusp of offending or being at risk of crime and anti-social behaviour. Once the professional football coaches had engaged with and won the trust and confidence of the young people through a range of sports, they could then educate and develop them to understand risks, be responsible for their actions and move away from a life of crime and juvenile delinquency. As an example to the size of the project, during one year of the project it has supported and diverted over 96,000 young people, a figure that could fill the European 2012 Football Championship Final stadium one and a half times!

Analysis identified that the real problems were created by a combination of underlying issues of boredom, at risk status and exclusion of young people. This often led to young people congregating in groups, at key locations, causing high levels of Anti-Social Behaviour, underage drinking violence, graffiti, criminal damage and general disregard for these areas.



The Charlton Athletic Social Inclusion Programme offered young people a chance to get involved in something fun and positive, whilst spending time with young people from other communities and backgrounds. Agencies came together creating specific partnerships such as the Kent and London Partnerships that were formed to monitor and support the project, which culminated in the signing of the 'Partnership Agreement'. As this was a true partnership supported by many stakeholders such as the Home Office and community safety partnerships such as the Police, the following objectives set were:

- reduce exclusion rates in 2000 pupils identified at risk (thus avoiding the risk of becoming a victim or offender of crime and reducing the risk of delinquency).
- increase 'in school' attendance by 4% (as above plus using the professional football coaches as education deliverers of crime prevention sessions).
- decrease the number of PE (Physical Education) refusers by 25% (as above plus using sport as a means to improve health, channel enthusiasm and learn respect and fair play).
- reduce Anti-Social Behaviour reports by 25% from those communities where the sessions were running (as above plus educating the young people to respect each other and the community they live in).
- create a sense of community responsibility.

Through consultation with local community groups, outreach workers, community wardens and most importantly the young people, it was apparent that there was significant risk to young people becoming involved in criminality. Charlton football coaches and partners set up football coaching sessions in problematic estates as a vehicle to provide alternative activities and win the trust and confidence of the young people. Overtime, their trust was gained and other educational activities were introduced for both male and female participants. These included Personal safety, Social responsibility & respect, Peer pressure & bullying, Cannabis & smoking, Alcohol awareness, Healthy eating, Fitness & group sport, Numeracy & literacy, Racism & stereotyping and Guns & Knives. In addition, many other sporting activities were introduced.

Canterbury Christ Church University undertook a two-year empirical evaluation to measure the effectiveness of the programme, including the objectives achieved and how the attitudes and knowledge base of participants altered during their time on the programme. This programme has been replicated across Kent, South London and as far as South Africa. It is the biggest community football scheme in Europe and has developed projects in prisons and run now runs their own Pupil Referral Units for excluded school children.