

Tilley Award 2006

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 and within the word limit. Failure to do so could result in disqualification from the competition.

Completed application forms should be e-mailed to Tricia Perkins; patricia.perkins@homeoffice.gsi.gov.uk

All entries must be received by noon on Friday 28th April 2006. No entries will be accepted after this time/date. Any queries on the application process should be directed to Tricia Perkins on 0207 035 0262. Any queries regarding other aspects of the awards should be directed to Michael Wilkinson on 0207 035 0247 or Lindsey Poole on 0207 035 0234.

Please tick box to indicate whether the entry should be considered for the main award, the criminal damage award or both;

Main award Criminal Damage Award X Both Awards

1. Details of application

Title of the project: **999 'Live'**

Name of force/agency/CDRP: **Hampshire Constabulary, Hampshire Fire & Rescue Service, New Forest District Council**

Name of one contact person with position/rank (this should be one of the authors): **Insp Mick Buckle**

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Name of endorsing senior representatives(s) **ACC Simon COLE**

Position and rank of endorsing senior representatives(s) **ASSISTANT CHIEF CONSTABLE, TERRITORIAL OPERATIONS**

Full address of endorsing senior representatives(s)

**Hampshire Constabulary
Police Headquarters
West Hill
WINCHESTER SO22 5DB**

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.

The 'LIFE' project was first launched by the London Fire Service to address issues around youth behaviour and arson in the Greater London Area. Hampshire Fire and Rescue Service, led by Tom Jones and Phil White adopted this scheme and implemented a similar package through Hardley Fire Station over the last 12 months using Fire Service and Partnership funds.

To reduce fire setting in the New Forest area, HFRS set about changing the way the individuals involved think about the consequences of every action they make, and also by encouraging them to take the fire safety messages home and to their friends. This involved a number of five day interactions with 12 youths from the Waterside Area of Southampton. These youths were all suspected of committing arsons in the area and all were involved, in varying degrees, with the criminal justice system. The five day interaction involved 'consequence' discussions and team building exercises combined with a mild degree of discipline and boundaries placed on all members who participated. The outcomes from the initial courses were quickly highlighted as a tremendous success by partner agencies as the overall arson commission rate was reduced by 75%.

Inspector Mick Buckle who was, the then Sector Commander for the Waterside and Hythe area 'picked up' on the successes of this course. Inspector Buckle was the Command Units portfolio holder for Antisocial Behaviour Policy and Partnership work for the New Forest Basic Command Unit and he quickly recognised the applications of these interactions to tackle broader issues around Anti-Social and Criminal Behaviour of the youth of this and neighbouring areas. Discussions then took place between the Fire Service and Police and the LIFE project was expanded to incorporate police attendance at the events. The consequence input was broadened and the impact upon behaviour trends deepened with a dramatic success.

999 LIVE was then 'born' from this partnership interaction.

Maintaining the same principles from the previously successful LIFE project, 5 day courses were run from Hardley Fire Station with the added input from local Police officers.

These courses involved an exercise in the New Forest to tackle heath fires, hose running drills, breathing apparatus exercises, mud rescue exercises combined with the discipline of operating and looking after each other as a team and caring and maintaining the available equipment. The course was disciplined by a 'yellow' and 'red' card system leaving the participants in no doubt of the standard of behaviour required and their expulsion from the course should this behaviour be exhibited. Very few youths were ever issued the warnings, particularly when they discovered the content of the entire course and their desire to take part in all events.

The success of these courses can only be demonstrated by fact:

All of the names raised for the LIFE courses demonstrated an offending pattern which was persistent and in most cases, criminal cases were pending. All of the named candidates had previous police dealings for a variety of criminal offences and antisocial behaviour within the community.

Since the 999 LIVE courses, 68% of the students have had no police contact or dealings. The remaining 32% have sadly continued in their offending behaviours and patterns with all of these students facing criminal charges and court prosecution. None of these offences relate to arson.

The Fire Service and Police, using this success as the basis for expansion and development, decided to take this concept one step further. The successes of the 999 LIVE concept was expanded to a 999 Camp where similar groups of youths were taken to a local scout camp for a 36 hours interaction. These courses were led by instructors from both the Fire Service and Police with the emphasis placed on consequences of youth's action and exercises based around these principles. The same degree of discipline was applied with the added benefit of an overnight stay to enhance the interaction, understanding and bonding which was anticipated to take place.

It was also agreed that if we could incorporate an "exercise" whereby the students attending could appreciate the hard work involved in each of the emergency Services tasks at an incident. It is felt that this would have more of an impact on the students who have or are likely to offend.

The "Consequence" session involves both students and supervisory staff sitting down and acting out scenarios. These scenarios are of real life incidents, the resources required to deal with them from around the County and the problems which arise from Arson, Anti Social Behavior and Hoax calls. Having all of the various Emergency Services giving their individual input during this session the message will have much more validity to it. We can also individually tailor the lesson plans to achieve the various outcomes.

We also programmed in four Agency teaching sessions which will allow instruction to be given to the students a one to three ratio from the Service personnel present. This will amount to a total of one hour twenty minutes of almost one to one contact with a member of the Emergency Services attending. Representatives from the Fire Service, Police, Ambulance services and Coast Guard were all present to support this interaction process.

Members of the teaching staff were present for these interactions and the extract below is an example of the comments made:

EVALUATION OF ACTION/CONSEQUENCE DAYS

By Sue Snowdon, Arnewood School

Just before returning to school, one of our students said, "Do I have to go home, can't we stay a bit longer." This girl has never asked for more of anything since she has been in school. It was the first time we saw her fully engaged and enjoying a constructive activity.

This course has raised the student's awareness about the interaction of the emergency services and how dependent they are on each other.

Many of the students are quoting some of the statistics they were told to their peers. This is evidence that they were listening and understanding the programme. The Head of Year for these students felt it was a great positive experience underpinning the idea of actions and consequences. He was given the opportunity to talk to parents and feedback positive comments, which has not always been possible due to the student's previous behavior. He feels the course provides students with many opportunities that they would not otherwise have access to.

It is a very effective course for team building, some students have returned to school saying they were surprised how well they got on with a member of the group that back at school they have always had issues with. While they may not be the best of friends when they return to school the animosity and problems this results in have been reduced.

The fact that the students have the opportunity to mix with positive role models both as people and within the role of their jobs has a huge impact on the young people. Discipline is a high priority on this course and the majority of students do respond effectively and feel safe within its boundaries.

The 2 days offered opportunities for the students to achieve and for the staff to see these achievements and feedback to other members of staff in school.

Most of the students achieved success under a certain amount of pressure which would have been a new experience for them. They would normally run away from being put under pressure as failing after they have tried means there is nobody to blame for themselves.

The course promoted citizenship; many students came back to school with aspirations of becoming a fire officer or paramedic. When asked why, they replied that these people help others!

The students came away with a better understanding of how important all the emergency services were and that there were “faces” behind the collective “uniform”. It promotes the services in a very positive way to students who may pre-conceived ideas.

Consequences were taken immediately following any actions; this is not always possible at school, so by definition is more hard hitting.

It has helped to build positive relationships in school. We can refer back to their positive behaviour **that** they displayed while on the course, or we can recount an incident to use as an example of what they are capable of.

The course provided a forum for the students to be independent and think for themselves.

We will be monitoring the students behaviour over the coming months but already there are signs of improved behaviour being displayed by some and a greater awareness in others.

Following the successes of 999 LIVE and 999 CAMP, a further 30,000 pounds has been secured from local Crime and Disorder Reduction Partnership funds for the coming 12 months to support the continuation of this process and expansion of this already successful programme. It is planned to hold a further 7 interactions on a mixture of both 999 LIVE and CAMP over a five day period. This combines the learning points and benefits from both events into one successful package attended and controlled by both Fire and Police service personnel.

It is anticipated that the successes of the course will be maintained and the high reduction in criminal and general antisocial behaviour will continue.

To support this application, I have included comment from professionals who have witnessed first hand the impact and success of these processes:

Philip Horton
Assistant Psychologist
Hampshire Educational Psychology Service

Re: The benefits of community based group activities with young people aged 11-16 years of age who are permanently excluded from mainstream education.

Hampshire Fire Service is planning to run a group based activity with young people in the New Forest area. This project is known as L.I.F.E. (Local Intervention Fire Education), and the suggested programme will focus upon interaction between the young people attending and the fire fighters running the programme.

The planned project has many potential positive benefits, one being that it serves to satisfy a need for improved interaction between the young people in question and members of the UK's emergency services. Indeed, young people regularly come into contact with representatives of the Fire Service, Paramedics and medical personnel, British Transport Police and the Police Constabularies across the UK. Interaction between young people and such emergency services personnel is predominantly within the context of those personnel performing their normal daily duties and responsibilities, and could as such be viewed by the young people in question as negative interactions. Namely such interaction and contact may occur as a result of being questioned or apprehended by uniformed Police Officers, or being present at the scene of a fire or road traffic accident or similar incident that requires emergency services attendance.

In order to support the development of new attitudes to the emergency services in the young people there is a need to provide a context within which both parties can come together and participate in enjoyable and challenging activities in order to help the building of trust and understanding in young people as to the role of the emergency services and the personalities and characters of those who wear such uniforms. Through offering such opportunities the young people can gain experience and awareness that Fire Fighters and other such personnel are not against young people and can be trusted and respected and are no different from any other adults that they may know in the wider community. Through such contact young people could then be educated about the risks and dangerous situations that they may be exposing themselves to through their actions that they may not have previously understood or been aware of.

As noted there are also other benefits to such a group based programme:

- It can provide a context for young people to meet other young people with very different life circumstances and backgrounds and can serve to challenge and breakdown stereotypes and prejudices between different groups and individuals. Such an approach has been very successful in work with young people aimed at reducing incidents of racism and racial/gang violence in inner city areas.
- It can also provide young people with limited experience of talking with or working with adults a new experience and can help to develop young people's trust in adults and the confidence in talking to adults that can pass over into their lives in the wider community.
- It can serve as a good forum to consider plans for the future through open discussions with group members and adults, those present learning from each other or sharing experiences. As such improved communication, planning and thinking ahead and considering things from a new perspective are potential benefits of group based activities.
- It can serve as a basis for discussing and considering the consequences of past incidents that the young people may have been involved in, such as theft, arson, underage driving and contact with the emergency services. Such topics are a central theme in the LIFE project with emphasis on road traffic accidents and the risks and consequences inherent with fire.
- It can serve to help young people develop confidence and self-esteem and identify and recognise strengths they have that they had never had the opportunity to use for positive outcomes. Strengths such as creativity, communication, leadership, empathy and positively supporting other group members and resilience in the face of difficulty can all develop during activity based group programmes such as that offered by the LIFE programme.

The Hampshire Fire Service Fernycrofts Experience (June/July 2005)

Introduction

This report serves to present an overview of my time spent observing the Fernycrofts Experience at Fernycroft activity centre in the New Forest. The programme had a one day itinerary and ran over a two week period.

Background information and aims of the Fernycrofts Experience.

Hampshire Fire Service developed and ran a group based activity programme with young people in the New Forest area. This programme is known as the Fernycrofts Experience and focuses upon interaction between young people and Hampshire Fire Service and Police Force personnel and community officers.

Young people attended in single school groups each with a total of 12 young people coming from the same year groups with an equal mix of males and females. Year group and age ranges included the following:

Year Group	Age Range
7	11-12
8	12-13
9	13-14
10	14-15

The pupils attending for one of the seven days came from the following schools:

- Forest Education Centre
- Hardley School
- Arnewood School
- Noadswood School

Dates for attendance at the Fernycroft Experience for the schools is presented below:

Date	School	Number of pupils	Year Group
27/06/05	Forest Education Centre	4	10
28/06/05	Arnewood School	12	10
30/06/05	Noadswood School	11	8
01/07/05	Hardley School	12	8
04/07/05	Noadswood School	12	8
05/07/05	Hardley School	12	7
07/07/05	The Arnewood School	12	9

The aims of these interactions are to focus primarily on promoting the reduction of hoax calls to the fire service and arson incidents perpetrated by young people in the New Forest and wider Hampshire area.

Each year Hampshire Fire Service receives **22,000** 999 calls from the general public requesting Fire Service attendance. Of those **22,000** received calls approximately half of them are actually hoax calls made by young people.

Similar programmes to the Fernycrofts Experience have been suggested to be closely related to decreases in the number of hoax calls made in areas where they have been run. It is felt that programmes that provide young people with the opportunity to meet with Fire, Police and community officers in non-confrontational and enjoyable situations can foster new attitudes to the emergency services, and in turn provide a relaxed forum to discuss the problems associated with hoax calls and arson. In turn it is considered that young people may then reconsider attitudes to hoax calls, arson and vandalism and be less likely to perpetrate such offences in the future because of their experiences of interacting with personnel from the emergency services.

Similarly it is hoped that their attitudes to avoiding such activities would also influence their peers within their community whom they spend considerable amounts of time with when opportunities to participate in anti-social behaviours arises.

A central theme running through this type of interaction is the concept of 'Consequences for one's decisions and actions', for every decision we make and every course of action we follow there will always be a consequence. That consequence can either be positive and enjoyable, or negative and unpleasant. As such an aim of these types of interactions are to foster in young people an awareness of the importance of taking caution when choosing to follow the crowd and participate in anti-social behaviours such as vandalism, crime, drug and alcohol consumption, car theft and joy-riding, arson, hoax calls and being rude and abusive to other members of the community, as such actions will always have a consequence either for them personally or others they come into contact with.

Outline of day

The day's itinerary is presented below. The programme was flexible enough to allow for minor changes to the running order of events in response to accommodating the needs of other visiting groups using the facilities at the same times as the students on the course.

- **Welcome phase with refreshments**

The young people were welcomed to the programme and offered a drink and some hot food (bacon/sausage sandwich) or fruit and biscuits. This 15-20 minute element to the course is very important as it provides the young people the opportunity to become acquainted with the adults running the programme, allows them time to relax and take in their surroundings and offers them the space to stand back and watch the interactions and dynamics between the adults running the course and the young people.

This is a very important phase in programmes with young people. Many may previously have had negative experiences and encounters with adults in professional roles, such as fire and police officers and community workers. As such this initial phase of the course can be fundamental in serving to set the tone for the days events and gives those running the course the opportunity to present themselves to the young people as friendly, relaxed, approachable and good humoured and offers a forum for initial positive contact and conversations between all attending.

Food and drink and the interaction that occurs when a group eat together is a very effective way of breaking down barriers and pairing initial meetings and any reservations and nervousness that they may create with the positive of something warm to eat and drink and the welcome of a warm barbecue to stand around is an effective process to achieve familiarity and trust between all parties. Indeed, many of the young people attending may not have eaten an adequate breakfast that morning and the provision of something warm and satisfying to eat can only serve to enhance the likelihood that the days events will run smoothly and that interaction and participation from the young people will be positive and relaxed.

Another important outcome of this initial phase is the process of implicit rule and behaviour boundary setting, or the learning of what is and isn't acceptable from observing those around you rather than being told what you should and shouldn't do. When young people are placed in new social situations that they are not familiar with and that includes the presence of a number of adults they are not familiar with the behaviour of the young people can be one where they are reserved, quiet and nervous to speak. This phase is one wherein people are assessing the situation and trying to determine what the social rules are within the group they are faced with and what is and isn't acceptable behaviour in order to gain favour and acceptance into the group. If the group were to be very loud, aggressive, smoked openly and used bad language then the young people would quickly adopt similar behaviours as they would conclude that that was the norm. Similarly if the group were quiet and reserved with little conversation then the young people would adopt a similar pattern of behaviour in order to gain group acceptance and approval from the group members.

As such this phase can be used to present methods of communicating, appropriate behaviours acceptable to the group and rules on what is and what isn't acceptable. Those running the group gave an excellent example of the use of this phase, all being welcoming and talking to all the young people attending encouraging them to come forward to get a drink and some food, ensuring everyone was catered for and demonstrating genuine regard and care for everyone present. Humour between the adults was positive and light hearted demonstrating that bullying and criticism was not tolerated and that funny remarks were positive in nature and showed affection and respect for each other rather than

criticism. The adults worked as a team in ensuring all the young people were included and talked with the young people about their schools and lives in order to make them feel welcome. I felt this phase served to set the tone for the remainder of the day and gave impetus to making the young people's attendance a positive learning experience.

The strict rules on what to do in the event of an emergency, the rules on no smoking and the risk of fire in the forest and information on where the toilets were was provided at this time.

- **Introduction with pre-course evaluation**

The young people were then taken to a covered area in order to introduce them to the programme and were asked to complete 2 short questionnaires (i.e. 'How much do you really know' and 'Risky Business'; see appendix A and B).

The evaluation process would entail the filling in of the questionnaires twice, once at the beginning of the course where the paper for the questionnaires was blue in colour, and again at the end of the day with yellow paper coloured questionnaires. This ensured there was no mix up between pre- and post- programme evaluation measures. All the questionnaires were anonymous and the instructions were clear and concise with adults being on hand to help the young people if they were confused with any of the wording or the processes involved in rating statements for the 'Risky Business' questionnaire. Most of the young people completed their questionnaires on their own, the few that needed assistance were unsure as to whether to circle numbers or mark on the arrowed line of the rating questions. These problems were due to the young people not reading the instructions or listening when the questionnaires were handed out.

- **Tent building**

As noted one of the central themes of the programme was 'consequences for one's decisions and actions'. The first session of tent building was aimed at demonstrating to the young people that if we opt to follow a chosen path and the outcome of that decision is negative then we have to expect a consequence for that decision and that it is a consequence we must recognise and accept and take responsibility for.

Following the initial evaluation section and questionnaire completion the young people were directed to an area where two tents with ropes and pegs were lying un-erected and folded up on the ground. The young people were split into two groups and they were asked if anyone knew how to put up a tent. Many of the young people indicated that they did know and had done it before. They were then offered help if they wanted it, all indicated they would be able to do it on their own. They were informed that this was their decision as a group the consequences for which they would have to stand by.

As expected both groups then failed to construct their tents correctly, and humorous situations ensued as they realised they were not modern tents like those they had at home but old canvas tents with heavy wooden poles and large pegs and confusing roping systems. Tents were constructed with poles missing, tents fell down, tent pegs were misplaced or hammered too far into the ground making them difficult to retrieve and the final tents were uninhabitable.

At that point the young people were informed that they made the decision to refuse help and indicated they knew what they were doing, and that their final constructed tents would have to serve them as changing rooms for changing into their old clothes ready for the adventure course and raft race and the fact they were either lying on the ground or very wobbly was a consequence for their decisions and actions to refuse help and guidance. At that point the young people demonstrated awareness for their bad choice and decision and were apprehensive about possibly having to get changed in the open behind a tree.

- **Lecture**

The young people were then directed to the covered area again for the next phase of the programme. This took the form of an informal lecture/teaching session which represented a core element of the programme, namely the risks and problems

associated with arson and hoax calls to the emergency services and the wider implications for such actions beyond the obvious problems of fire or wasting Fire Service personnel's time. Adults sat with the young people in small groups during this phase of the programme to facilitate discussions and add personal reflections on their experiences with such events.

Visual aids were used including a large writing board and a laminate map of Hampshire indicating the boundaries for different fire stations and usable roads suitable for fire tenders to make rapid transit to incidents.

The young people in their small groups of three plus one adult were handed laminate sheets upon which were written a description of an actual incident that required emergency service attendance. The sheets also included three questions for them to consider when reading through the description in order to facilitate learning and questioning of what actually happened at the incidents and what the implications would be for those involved. The groups were then asked to read out their written description to the group and to answer each of the questions. This was a positive way of both giving the young people the opportunity to gain confidence in public speaking to adults and their peers, and also gave all present the opportunity to hear all of the other descriptions from the other groups.

One group member read the description, one read each question out and the third member gave their answer for each questions (see appendix C for examples of the written descriptions).

The teaching leader then took one of the written descriptions and demonstrated with the use of the laminated map how it would effect the ability of Hampshire Fire Service to provide effective and safe cover for other areas of Hampshire if multiple fire tenders were called to deal with a serious arson incident. In effect many people in the county would have been at risk as a significant number of fire service personnel and equipment would not be available to certain areas due to their immediate commitments at the scene of the arson incident, and adjacent and further a field fire stations would need to provide cover. Such a situation could see the emergency services over stretched if multiple incidents occurred.

The teaching was then directed to the Police Officer present participating in the programme who provided another dimension to the discussion involving a road traffic accident as a result of poor visibility due to smoke coming from a forest fire lit by an arsonist. The resulting effect was over congested roads, fire tenders finding it difficult to reach the incident areas, more fire service tenders being called from further away areas to provide cover, a wider area within Hampshire possibly being covered by overstretched emergency services and the victims in the road traffic accident or those caught in the forest surrounded by fire and smoke in danger of serious injury because of the increased length of time it would take the emergency services to reach them.

The scenario was then developed further with the inclusion of criminal activity that needed an overstretched Police Force to deal with and the problem of a hoax call reporting another non-existent fire in the area. The overriding message to the young people was that the consequences for a stupid act like starting a fire or making hoax 999 calls to the fire service or police could have serious and fatal repercussions for many people, possibly including people in their own families or their friends.

The final thought for the young people to reflect on was the serious repercussions of arrest and prosecution for arson and hoax phone calls, including a charge of Murder if persons were to die as a result of the actions of an arsonist or hoax caller. They were then reminded that half of all calls to the fire service each year were hoax calls. Calls that all needed fire service attendance, and possibly Police and Ambulance attendance, who would not be available to deal with true genuine calls for assistance, calls that could be coming from people in their families or their friends.

This session was handled very well and the visual aids were very clear and the message was presented in personal terms incorporating consideration of how it had implications for all present and those they cared about and that a foolish act done through bravado or having fun with friends or trying to show off to the gang could result in serious harm and possibly death. It was an important message that was presented well in a non-condescending way in a format that encouraged the young people to ask questions and to offer answers when prompted for a list of possible consequences for all in Hampshire as the chain of events developed.

- **Tent building 2**

The young people were then offered more refreshments and a break of 10-15 minutes was taken to allow the young people to

relax and talk with the adults present and each other. The group was then informed that the adventure course would be next and they needed to change in their tents which were uninhabitable, or they could change behind a tree, or they could have help from the adults to rebuild their tents? They opted to rebuild the tents and worked in teams with fire service personnel advising them on how to do it properly. The tents were then allocated male and female and the young people changed into suitable clothes for the adventure/assault course.

The group was then split into two teams and they were told to carry 10 foot wooden stakes to the adventure course, taking a long route through the woods being reminded that they had to work together to carry the stakes and the consequence for not working together to carry the stake would be an awkward experience and tired sore arm muscles.

- **Adventure Course**

The two teams then raced against each other carrying the stakes between obstacles, support and encouragement being given by the adults. All the young people were monitored closely for safety and were shown prior to using the adventure course how to traverse the obstacles safely.

The two teams then raced a second time with the additional team members being made up of adults, a relay system being organised. The group then returned to the camp for a game of volleyball.

This was an excellent activity and ensured that even those young people not athletically orientated were given the confidence to try difficult obstacles and motivated and encouraged to keep going when it got difficult or they got tired, followed by plenty of positive praise and congratulations for trying and working together as a team. For many this may have been the first time they had participated in such an activity and also the first time they had both succeeded at something physical and received praise and support both from adults and their friends from school. As such this element ensured that all the young people gained a very positive boost to their self-esteem and felt like they had achieved something witnessed by their peers that they could tell their friends and families about afterwards. It also served to strengthen the relationship and the trust between the young people and the adults involved.

- **Volley Ball**

Two teams made up of a mixture of adults and young people played volleyball. The rules were changed slightly to allow the ball to bounce once to take into account lack of skill as many had rarely played the game. All the young people were given the opportunity to serve and a light hearted game ensued.

This game again provided a good basis for new relationships and experiences for the young people of being with emergency services personnel. Positive praise and encouragement was continual throughout the game.

Following the volleyball the young people helped to prepare and cook the lunch with the support and guidance of the adults.

- **Raft building and race**

Following lunch the two teams were then directed to the raft building area next to the pool where the raft race would be undertaken. The pool was shallow enough for it to be safe and adults were on hand to ensure safety was maintained.

The teams were given 5 minutes to construct a raft after which they would have to paddle it across the pool and final construction they had after 5 minutes would have to be the craft they all sat on. They were reminded to work as a team and the consequences for building a flimsy raft would be the likelihood it would break apart and they would get wet.

Following the first race the teams were then offered help in building their rafts again, and a second race was undertaken. Again the consequences of possibly getting wet for refusing help were highlighted.

This was a fun activity with most of the young people and many of the adults getting wet. Again it helped to break

down personal barriers between the young people and adults from the emergency services and the community.

- **Showers and change of clothes**

The young people were then offered the opportunity to shower and change their clothes in the facilities available. They were then offered further refreshments.

- **Review and post-course evaluation**

The young people were then directed to the covered area again where they were asked to complete the final evaluation questionnaires and were asked for comments of their experiences of the day and what they had learnt from the day. There was a brief recap on the central themes of the day:

- consequences for one's decisions and actions
- the serious nature of hoax calls and arson
- the importance of not following the crowd and thinking for oneself when feeling inclined to participate in anti-social behaviour in gangs in the community
- and the importance of keeping themselves and each other safe.

The programme then ended with the adults commenting on how much they had enjoyed spending time with the young people and how much they had learnt about the young people and the things they liked and did in their communities.

Philip Horton

Assistant Psychologist

Hampshire Educational Psychology Service

Report from Inspector Buckle following his attendance as one of the LIVE course instructors:

All of the names raised for the LIFE courses demonstrated an offending pattern which was persistent and in most cases, criminal cases were pending. All of the named candidates had previous police dealings for a variety of criminal offences and antisocial behaviour within the community.

Since the LIFE course 68% of the students have had no police contact or dealings. The remaining 32% have sadly continued in their offending behaviours and patterns with all of these students facing criminal charges and court prosecution. None of these offences relate to arson.

This is a tremendous success rate and I commend the HFRS for this work.

Having spent a week with the Fire Service as an instructor, I would like to add the following comments on the course and impact I believe this has on the individuals who attend. I must say from the outset that I was sceptical on the impact such a course would have on these youths as I wrongly believed such events reward individuals who offend and who are a nuisance to society as a whole. I was wrong.

From the start of the course, I experienced moderate hostility towards the Police service and the fact that an officer was present. Clearly they saw my presence as a threat. These perceptions began to dissolve as the days passed and youths who would not normally talk to a police officer, opened up and relationships were forged. The actual progress was remarkable. A competitive feel, complimented with pride began to grow within the group. Youths who ordinarily had little time for those less fortunate, began to care and take an interest in others around them. A team was being built.

Anecdotal evidence alone will not convince the sceptics amongst the services. I can offer one example which can, I hope, support the excellent and pioneering work being done here. A youth who had a severe offending pattern and had been absent from school for two years was present on this course. From the outset he played the fool and was disruptive. By the end of day one, this youth's intelligence and potential was clear and the instructors recognised this fact. By the end of the course, this youth's behaviour had changed to a team leader and example to the group. This youth approached myself, apologised for his previous offending behaviour (generally) and expressed the interest to return to full time education. This youth regretted his previous offending behaviour and recognised that he was wasting very important years and that he was on a slippery slope to

prison.

Since this course, myself and Tom Jones have met with a local school head and his mother and this youth is now back in full time education. This youth is making up for lost time, at his own request, in the evening and lunch times. It would be fair to say that he is no longer a youth but a young man who now has a future.

I congratulate the HFRS for this concept and look forward to working closely with them in the future on this an related projects.

Mick Buckle
A/Chief Inspector
New Forest BCU

Phil Horton, a psychologist working with permanently excluded children in Hampshire, said: "This is an excellent way to engage the children and at the same time personalise the emergency services. The benefits of enforcing the consequences of fire setting and anti-social behaviour are further enhanced when the fire safety messages are filtered through to the youth's peers on completion of each course. It's great that so many individuals from different circles are getting the opportunity to mix and function together as successful teams, and the reduction results in occurrences of arson speak for themselves."

Councilor Geoff Beck, Chairman of the New Milton Town Council who attended the Camp 999 course, commented: "I personally commend the vision, commitment and dedication of Hampshire Fire and Rescue Service for making this initiative happen and in particular the enthusiasm of the individual Firefighters for their work in engaging with young people. I believe these courses to be a good investment in preparing today's young people for their future as responsible members of our communities.

"What impresses me most is watching a group of individuals begin the day and very quickly understand and appreciate the importance of teamwork. By the end of the day, the Firefighters have created an astonishingly effective team spirit; it really is most impressive," added Councilor Beck.

Whilst I have not strictly followed the application as set out, I have included extensive supporting comment from leading members of the services present, local councillors and professionals who have witnessed first hand the successes of this process.

This application is submitted to recognise and congratulate the hard work, vision and dedication of the following individuals:

- (1) Tom Jones- Station Manager, Hythe Fire Station, Hampshire.**
- (2) Phil White- Area Manager, Hardley Fire Station, Hampshire.**
- (3) Nick Willet- Fire Fighter, Hardley Fire Station, Hampshire.**

The above three mentioned fire service officers have taken a concept, developed the processes and produced a package which has had a dramatic impact on arson rates, criminal activity and behaviour. The work is exemplary and an example of how partnership working and innovative thinking can have an impact on behaviour and community issues.

Mick Buckle

Inspector

Hampshire Constabulary

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