

Friars School and Sports College, Sir Christopher Hatton, Wrenn School and Weavers School

Friars school has students with special educational needs, while the others are secondary schools covering the 11 – 19 age group in Northamptonshire. Hatton School promoted it to their Gifted and Talented students.

These establishments serve 4,000 students in total, and over 1,000 students were invited to take part. These students were predominately in Key Stage 4 and 5 however a smaller competition was ran alongside for Yr 7 and Yr 8 students in one school (Sir Christopher Hatton).

Primary objectives of this partnership

Using a business model to help to solve a social problem and allow young people to take ownership of their surroundings. To engage with young people servicing the targeted area and running a 'Dragons Den' initiative encouraging them to design a wheelie bin sticker/publicity campaign followed up by a pitch to the Dragons to explain why their design/campaign is the best. This business education approach will also impact upon parents and carers encouraging them to manage their bins more responsibly. This included formulating a partnership between Education, Crime Prevention Design Advisors and Fire Protection to ensure new developments not only look at 'secure by design' but seek also to design out fire related crime that includes safer wheelie bin storage and management. The project will also look to support the regeneration programmes within the county ensuring that bin storage and fly tipping are considered. This project aimed to engage with the County's CDRPs and SSPs all of whom were fully supportive of the initiative. NEWS wholly supported this project and will engage with local SCTs, Wardens, Housing, Local Councils, Councillors, young people, local communities, the press and other partners.

The schools in Wellingborough previously had minimum employer engagement; by the introduction of this initiative the employer engagement links were increased. Friendly dragons (Business Mentors) were invited into the schools to help the students with their planning and formulation of their ideas. Business mentors were able to offer advice and support for the student's presentation skills and they also formed the Dragon panel. All participants were arranged by NEWS

Employer side background

A number of employers were involved of all sizes and sectors; Northamptonshire Voluntary Youth Action, Avon, Fink Cards, Police, Fire Brigade, Arson Task Force, Pictures 55, Wellingborough Borough Council, Dunham Law, Crime Prevention Officer.

Primary objectives of partnership with education

The ATF (Arson Task Force) has a remit to engage with the communities and local partners to explore possibilities of redesign and support existing regeneration programmes. By engaging with young people and the community in general they hope to increase community cohesion and develop a sense of pride. Through the adoption of these processes they are confident that incidents of bin fires can be significantly reduced. It is hoped that this approach will be seen as good practice and as such be adopted across the county. Business mentors involvement was to increase their awareness of young people's behaviour, to support enterprise, to develop skills within their workforce and to meet their own objectives.

History of education partnerships

Northamptonshire Voluntary Youth Action, - has a history of working with young people, not necessarily in an educational setting.

1. Avon plc – is a multi-national company who normally supports young people through sponsorship and charities such as Breast Cancer Awareness – in the past they have not been engaged with local schools as their remit is national. However, as a result of this activity the NEWS team have engaged Avon in other opportunities.
2. Fink Cards - have been engaged in educational opportunities and is excited about the prospect of future involvement,
3. Police - although they have community police officers assigned to each school, they have not engaged in 'enterprise' activities and welcome this opportunity as a way forward to open up the lines of communication.
4. Fire Brigade – do engage with young people and run a fire fighters initiative for students who are disengaged, they welcomed the opportunity to work across the school with students of all abilities
5. Arson Task Force – want to engage with young people
6. Pictures 55 – have never worked with education before
7. Wellingborough Borough Council – take employed Apprentices and work experience but have not previously engaged in enterprise education
8. Wellingborough Homes – is very keen to engage with young people although had not done so in the past.
9. Dunham Law – is very keen to engage with young people but have only done one event in the past.
10. Crime Prevention Officer – working with young people, not necessarily in an educational setting

Partnership activity

- Expert help to schools/colleges (for instance on HR, estates, finance, PPM)
- Supporting STEM subjects
- Literacy and numeracy
- Work experience
- Mentoring
- Workplace visits
- Supporting projects
- Classroom talks to students
- Helping students make career choices
- Online mentoring
- Other online support
- School sponsorship
- Providing equipment

Activity detail

The enterprise project was based on the popular BBC hit TV series, Dragons Den, involving teams of students bidding to be young entrepreneurs. The teams then pitched their ideas to a panel of

'Dragons' made up of local business people hoping to convince them to invest in their product and them!

The project took place over two terms and provided students with the opportunity to develop the skills required to equip them for the future, as factors they were asked to consider included marketing, finance, staffing, planning, the law, competition and profitability. Students were encouraged to enter through a number of different ways, depending on the school - e.g. marketing opportunities throughout the school (Posters, assemblies, teacher/tutor advice), part of their curriculum (PHSE) in others or by forming teams from their tutor groups and 'off curricular' days to work on their projects. Students became mini-companies, each with their own job role and they will be given a business mentor.

The students had a specific problem to tackle:

The Problem

Wheellie bin fires nationally are a massive problem. Often this type of Arson is linked to anti social behaviour and is seen as a joke. Sadly this type of fire setting can and does have severe consequences leading to loss of property, injury and in some cases loss of life. Boredom, lack of belonging and poor community cohesion supports this type of behaviour. Whilst this project is about finding sustainable solutions to this particular problem it must be born in mind that this type of fire setting is very much connected to other crime types. These include Criminal Damage, Hate crime, Domestic violence etc. Your mission should you wish to accept it will be to identify a business solution to these problems.

The project was sufficiently flexible to encompass specific school initiatives, e.g. Every Child Matters, Work Related Learning, Enterprise Education, Functional Skills etc. Each group worked hard to complete the challenge, which varied depending on the school. Presentations were timed to ensure that they were purposeful and focused. The business dragons asked questions to gain extra information and clarity of their work, plus test their knowledge of their business idea. Each dragon had their own scorecard. Scores were then compared and winner declared. The dragons were briefed to offer constructive criticism to encourage future enterprise. The winning team are now producing the finished product for distribution. This activity will be on-going as further training in presentation skills will be offered these students to enable them to become ambassadors for the ATF and go into feeder schools to deliver the presentations. Each year new ambassadors will be appointed.

Activity resourcing

Funding to realise the students marketing plans was obtained by ATF from various sponsorship agreements such as Community Cash Back, Wellingborough Homes, Fire Service, Avon, Fink Cards etc. Some companies sponsored prizes and trophies for the students while others gave funding to ensure the marketing plans could be put into place.

Benefits for employers

The employers involved in this event all had an interest in this type of initiative – for example the ATF have specific targets around fire setting. The aim of the event was to contribute to the

reduction of wheelie bin fires in Wellingborough of 10% by April 2011, at present (May 2010) the reduction is 34%. The Council and Wellingborough Homes have vested interest also as many of these incidents occur on their housing estates. The police wanted to engage with young people and show their opinion is valued. Other objectives included;

- Raise the profile of wheelie bin fires with young people ensuring that they view this type of fire setting as unacceptable.
- Raise the profile of young people in a positive way.
- Engage with the wider community and partnership agencies to provide a holistic approach to the problem.
- Encourage young people to become entrepreneurs
- Community Cohesion

Activity benefits from an education perspective

The learning objectives include introducing students to the world of work and aid

- Communication
 - Self-awareness
 - Decision making
 - Problem solving
 - Working under pressure and to deadlines
 - Teambuilding
 - Presentation Skills
2. Opportunities for specific skill development
- Numeric and Financial Skills
 - Job roles
 - Research skills
 - Analysis
 - Graphical Design
 - ICT

This initiative captured the essential skills that will enable young people to enter work and adult life confidently, as it will focus on six groups of skills called PLTS, Personal, Learning and Thinking Skills. These skills are distinctive and coherent yet interconnected.

The project will help the students to process and evaluate information in their investigations, planning what to do and how to go about it. They will take informed and well-reasoned decisions, recognising that others may have different attitudes and opinions. This will enable them to be successful independent enquirers.

Students will need to think creatively by generating and exploring ideas. They will try different ways to tackle a problem, work with others to find imaginative solutions and outcomes that are meaningful and are of value. This will enable them to develop into creative thinkers.

The students will evaluate their strengths and weaknesses; set themselves realistic goals with criteria for success. They will monitor their own performance and progress, invite feedback from others and be able to make changes and adapt to further their own learning. This will enable them to be reflective learners.

The project will enable the students to work confidently with others, taking responsibility for their own part. They will listen to and value different opinions and views. They will form collaborative relationships, to ensure they complete their task and reach agreed outcomes. This will help students to develop their team working skills.

The students will organise themselves, take personal responsibility, initiative, creativity and enterprise. They will show they have a commitment to learning and self improvement, while actively embracing challenges, responding positively to new priorities, and looking for opportunities. This will assist the students to become self managers.

The project will also help the student to engage actively with their local area, help them play a full part in the life of their school, and the wider community, take responsible actions to bring about improvements for others as well as themselves and be more aware of issues that affect them and those around them. They will become effective participators.

It will introduce students to the current trends both locally and globally, the economic, environmental and social impact, the various sciences, engineering and technology related to this field, plus any associated careers.

It will be used as part of an enterprise or enrichment in schools which will provide relevance in many curriculum areas, plus enhance specific skills, background knowledge and enhance environmental and social issues.

It will contribute to raising awareness of future potential sustainable economic development and growth in the local region. It could also allow businesses to offer CPD to its workforce, to network and link up with each other.

Students will;

- Have a fuller understanding of the world of work
- Obtain knowledge and skills to identify problems and be able to resolve them
- Plan and carry out research, appreciating the consequences of their decisions
- Explore issues, analyse, question and evaluate information
- Consider their own and others ideas, experiences, feelings and beliefs, showing fairness and consideration
- Generate ideas, try out alternatives or new solutions, negotiate and influence others to try and explore new possibilities or workable solutions
- Adapt ideas as circumstances change, enabling them to learn and progress in the future
- Set goals with success criteria
- Review their own progress and invite feedback, deal positively with praise, setbacks, constructive criticism or advice
- Communicate their learning in a relevant way
- Collaborate with others, manage emotions, build and maintain relationships, take responsibility, discuss concerns, seek resolutions and have confidence in their decisions to achieve results
- Adapt behaviour to suit different roles and situations including leadership, identifying improvements that would benefit others as well as themselves
- Be able to work under pressure and to deadlines, prioritise, organise time and resources, take and manage risks, and compete under pressure

- Create opportunities for specific skill development, such as Numeric and Financial Skills, Job roles, Research skills, Analysis, Graphical Design, ICT

Many curriculum areas including Maths and English/Media can make good use of this opportunity to focus on relevant topics and components. Coursework may be written to directly take account of these experiences and all students can make a very positive personal reference in respect of their CV or University statement.

Anticipated impact/outcome of activity for the community

We will reduce instances of wheelie bin arson by 10% - meaning a cleaner, greener environment. We do anticipate wider social and community impacts:

Learning and confidence

This is not just about crime prevention awareness but also about students formulating business plans to develop a bin sticker and a marketing strategy for delivery. This type of learning will have educational benefits as well as increasing self esteem for those involved.