

# APPLYING PROBLEM-SOLVING METHODS TO REDUCE CRIME

## ANTI-SOCIAL BEHAVIOUR

PC0080ppv01\_Applying Problem-Solving Methods to Reduce Crime

# Aim & Objectives

## Aim:

To understand problem solving techniques and apply them in a policing scenario.

## Objectives:

- Identify the best available evidence to a given policing problem.
- Demonstrate skills in the use of information / data to inform reports and presentations.



# PROBLEM-SOLVING



**METROPOLITAN  
POLICE**

**MORE  
TRUST**

**LESS  
CRIME**

**HIGH  
STANDARDS**

# TASK: E-LEARNING PACKAGES

1. Introduction to Policing Communities (30 min)
2. Problem-Solving (30 min)



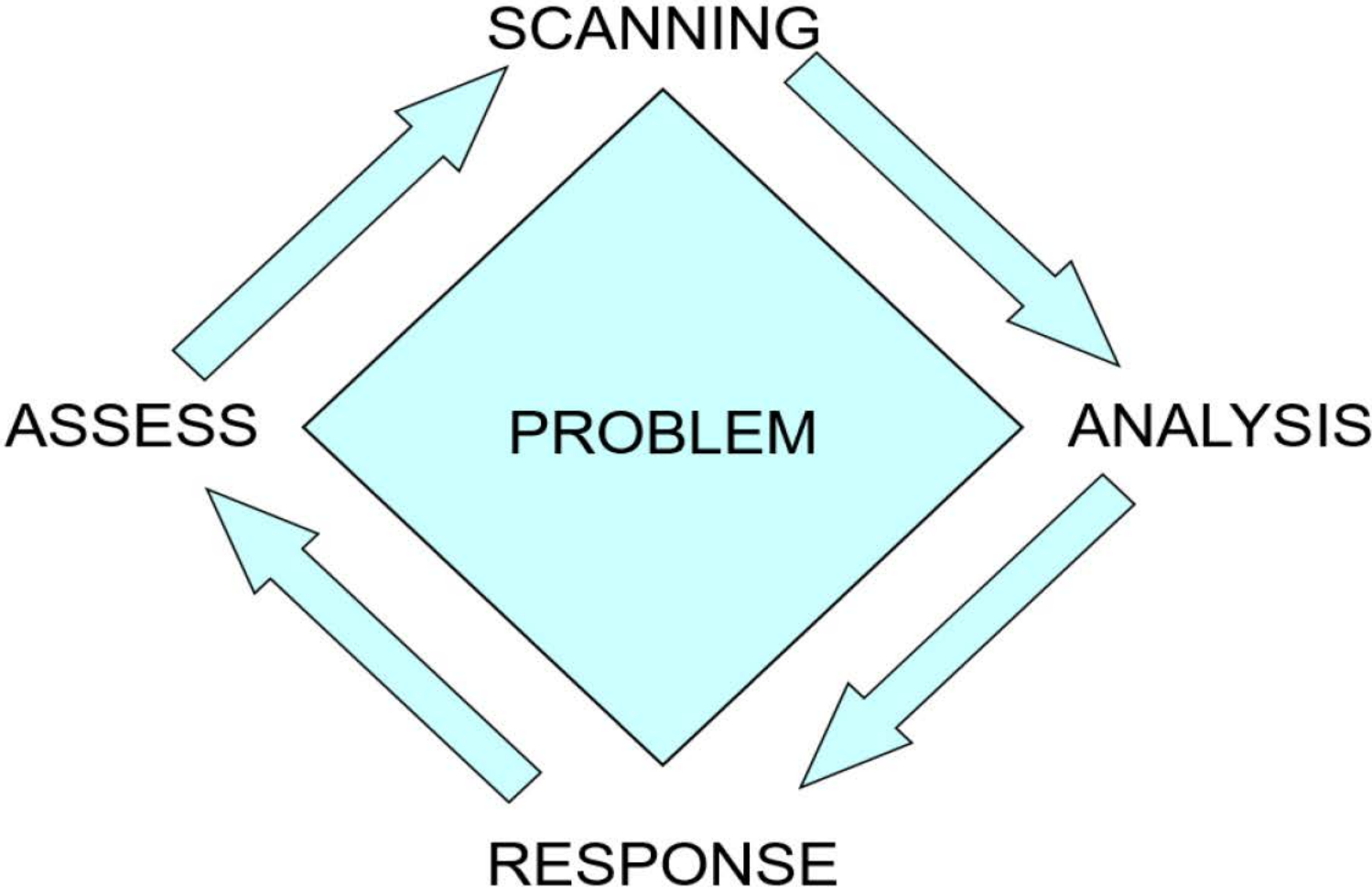
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# The SARA Process



# SARA – Analysis



Why does the problem exist?

Why are they being victimised?



Why are they offending?

What gains and risks are there?



Why is it happening at this location?

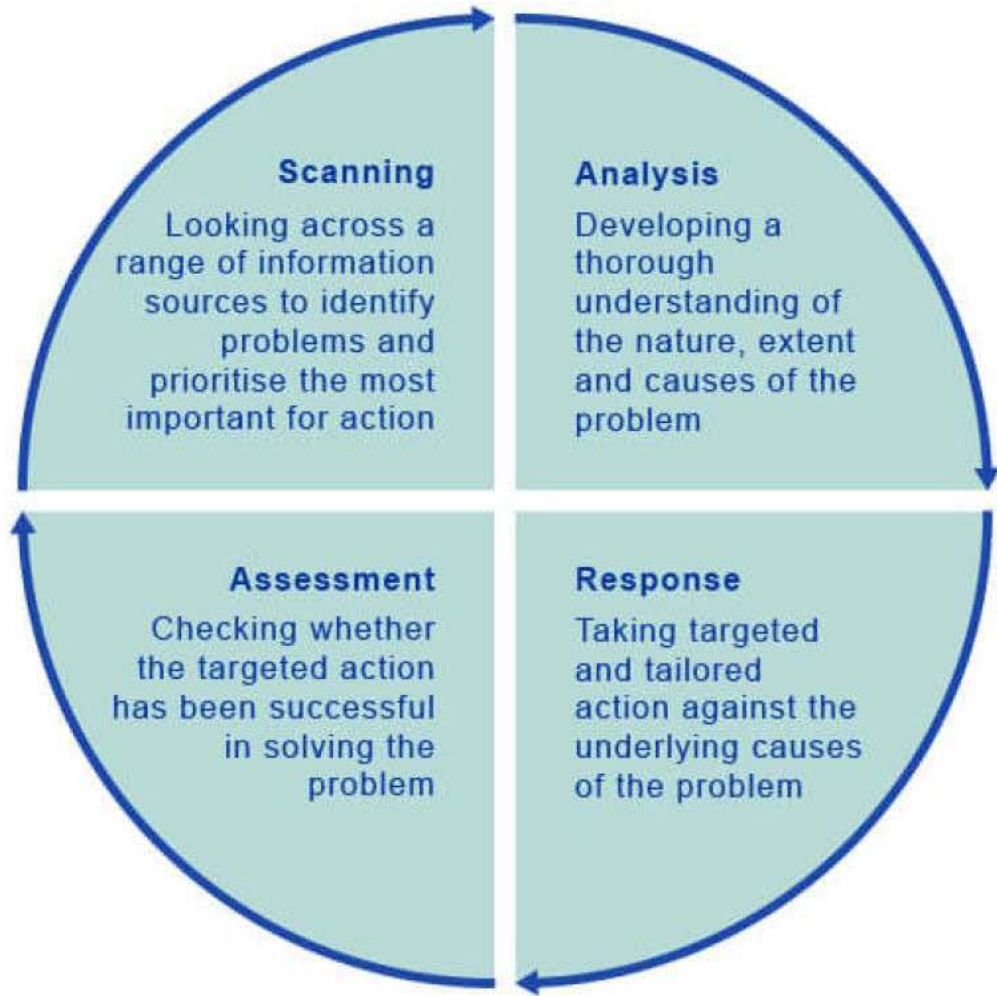
What is making it vulnerable to crime?



Why is this problem occurring at the times identified?

What are the causes?

# Analytical Support and Data Sharing



The SARA model

## VOLT

- **Victim** – potentially the residents.
- **Offender** – who is doing this (local?).
- **Location** – critically important where this is occurring.
- **Time** – is there a specific time when the issues occur?

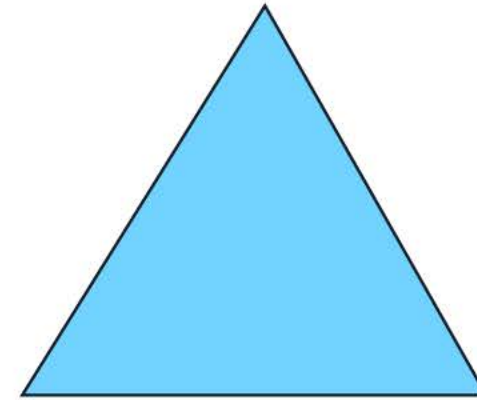
(College of Policing, 2020)

# Analytical Support and Data Sharing



**Problem Analysis Triangle**

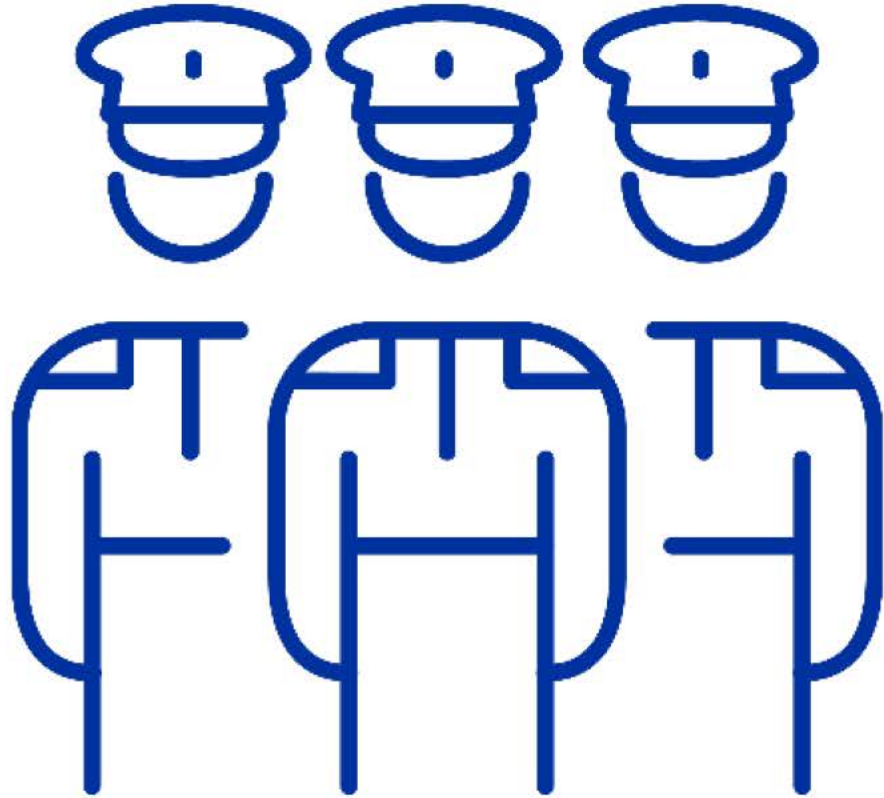
Lack of  
Capable  
Guardian



Suitable  
Target

Someone able and willing to  
commit the crime

**Routine Activity Theory**



## Community Mapping

**Community mapping** enables police and partners to identify:

- Areas of risk.
- Community tensions.
- Vulnerable individuals and groups.
- Transient or hidden groups and communities.
- Collaborative problem-solving.
- Issues that affect communities.

# ASB Early Intervention Scheme (ASB EIS)

Effectively managing ASB allows us to:

- **Improve public confidence** by reducing the public's fear of ASB.
- **Reduce** ASB-associated **risk** and **harm** through problem solving.
- **Reduce** the number of **repeat victims**.
- **Reduce offending** with a focus on early intervention.

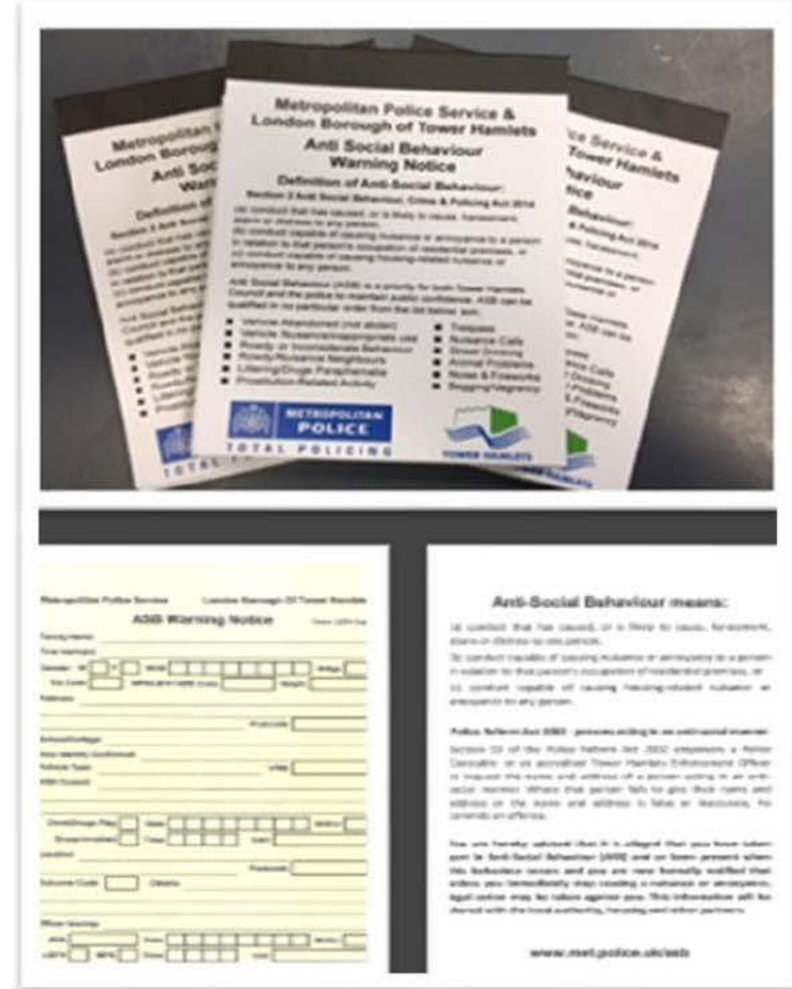
It has three key areas:

- Early intervention.
- Increased intelligence capture, which highlights safeguarding opportunities.
- Improved information sharing and partnership working.

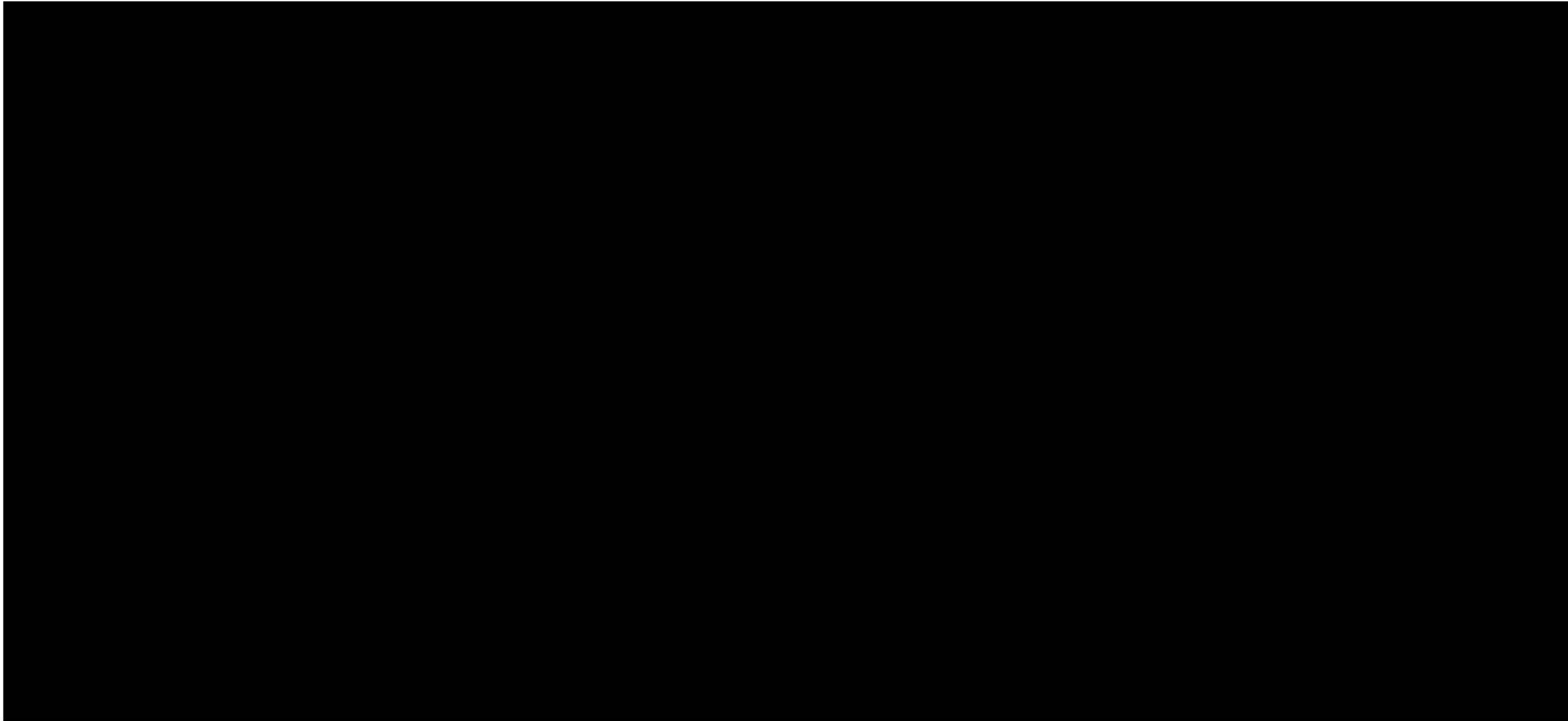
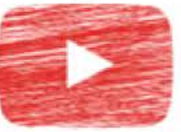


# The Three E's of the Anti-Social Behaviour Early Intervention Scheme (EIS)

- 1. Educate** – every person receives a copy of the warning, containing relevant powers and a warning about their specific behaviour.
- 2. Engineer a solution** – if a person receives a second warning, a formal letter is sent. For a third instance, there will be an intervention visit by police and the registered social landlord (where applicable). Diversion and support is always offered at this stage to the offender and family, and the consequences explained if ASB persists.
- 3. Enforce** – should the person commit further ASB and refuse diversion/support, the case is reviewed by police and partners to decide the best course of action. This could ultimately end in a civil injunction.

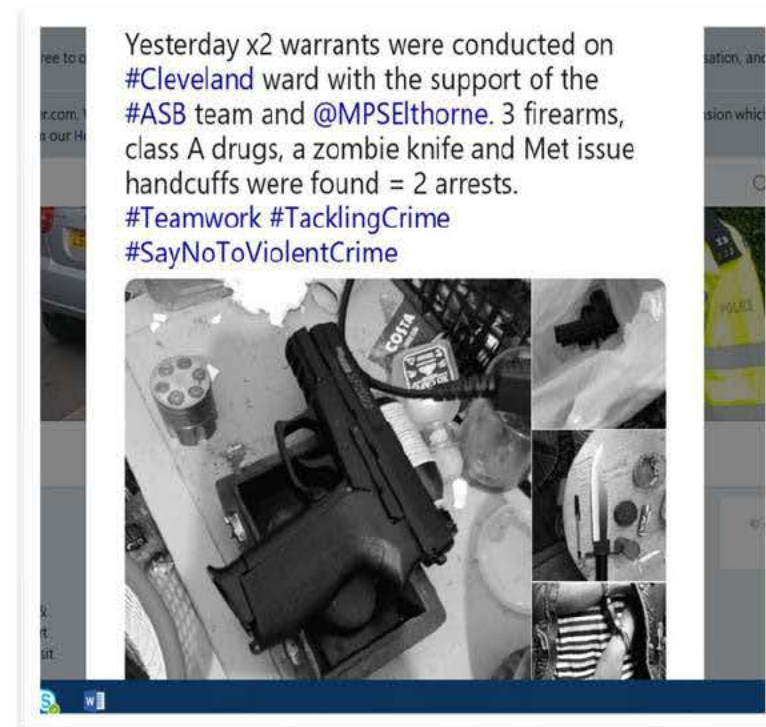


# Designing Out Crime



# Social Media

- **Credible** – be accurate, open, fair, honest and transparent in what you write.
- **Consistent** – be professional and honest, friendly but not familiar.
- **Responsive** – reflect the real situation.
- **An ambassador** – exercise sound judgement and common sense.
- **Inclusive** – ensure you have a range of ways to engage with communities.
- **Ethical** – don't post any information or messages on the internet that officers would not be willing to release.
- **Personable** – be engaging and interesting.



*(Metropolitan Police, 2020)*

# Social Media Platforms

- X (formerly Twitter)
- TikTok
- Facebook
- OWL (Online Watch Link)
- Nextdoor
- Instagram
- WhatsApp



# Online 'do nots'

Information posted online must not:

- Contain protectively marked or otherwise sensitive information.
- Discriminate on any grounds or appear to support discriminatory attitudes.
- Be libellous.
- Breach copyright.
- Undermine operational activities.
- Damage the reputation of the police service.

# PRACTICAL SESSION

## PROBLEM-SOLVING TASKS



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# Problem Solving Tasks

The class will now be divided into 4 groups and each group will be assigned a different task which involves a paper-feed exercise.

## Tasks

In your groups you will be using the 'Problem Solving Model 'SARA' (utilising VOLT and the Problem Analysis Triangle (Routine Activity Theory (RAT) to respond to a local community issue.

On completion of the task each group will be expected to produce a briefing (PowerPoint) to present their analysis and response.

Your presentation should last approximately 10 minutes.

# Problem Solving Tasks

**Group 1 - Shoplifting**

**Group 2 - Nuisance mopeds**

**Group 3 - Fly-tipping**

**Group 4 - Groups of youths committing anti-social behaviour in a local park**

# Group 1 Scenario: Shoplifting

Information has been received from a local shopkeeper that a number of young people are shoplifting and causing anti-social incidents in and around the parade of shops.

Youths are congregating in this area and using it as a meeting point.

You decide to use the problem-solving process to try to address these problems.

## Group 2 Scenario: Nuisance Mopeds

Information has been received from local residents who say that they are being constantly disturbed by young people riding noisy mopeds.

They are also concerned that many of the young people ride without helmets and with passengers.

Some of the moped riders break traffic laws by mounting the pavement and driving erratically / dangerously.

You decide to use the problem-solving process to try to address these problems.

## Group 3 Scenario: Fly-tipping

Information has been received from local residents that rubbish is repeatedly being fly-tipped behind their homes.

This is attracting vermin, and residents are disturbed by vans constantly going down the alleys.

They are also cautious about letting their children play in the area, as needles have been seen in the waste.

You decide to use the problem-solving process to try to address these problems.

## Group 4 Scenario: Anti-Social Behaviour in Local Park

You have a letter from a member of Bromford Borough Council.

It states,

“Local residents in the Bromford Park area are becoming increasingly concerned about Anti-Social behaviour. A large group of youths are congregating near residential areas in the evening, drinking, smoking cannabis, playing loud music, and committing thefts.”

The local council member wants to know what you are going to do to address issues raised.

You decide to use the problem-solving process to try to address these problems.

# PRESENTATIONS



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# SCENARIO: SHOPLIFTING



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# Task Feedback: Group 1

## Shoplifting - Scanning

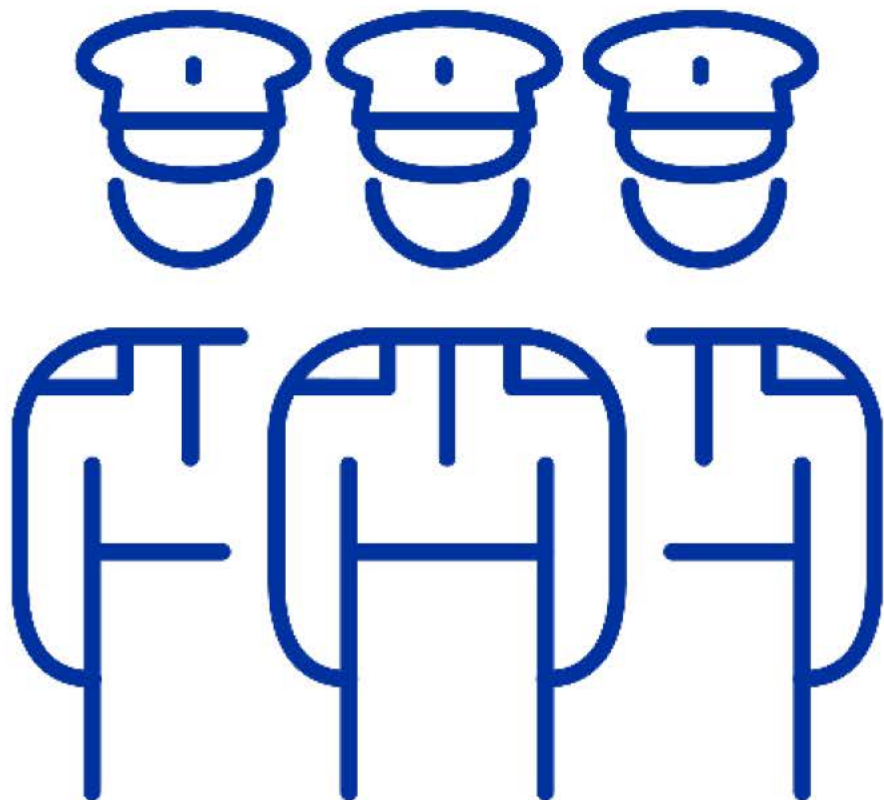
- Gather information from shopkeepers.
- Crime and intelligence reports.
- Security staff.
- Youth Offending Teams (YOTs).

Be thorough when considering where you can get information on a problem – don't just rely on police databases.



# Task Feedback: Group 1

## Shoplifting Analysis



- Age of children?
- At school or excluded?
- Vulnerabilities identified?
- Why congregate there?
- What types of crime?
- Criminal Behaviour Orders (CBOs)?
- VOLT? RAT?
- SMART target?



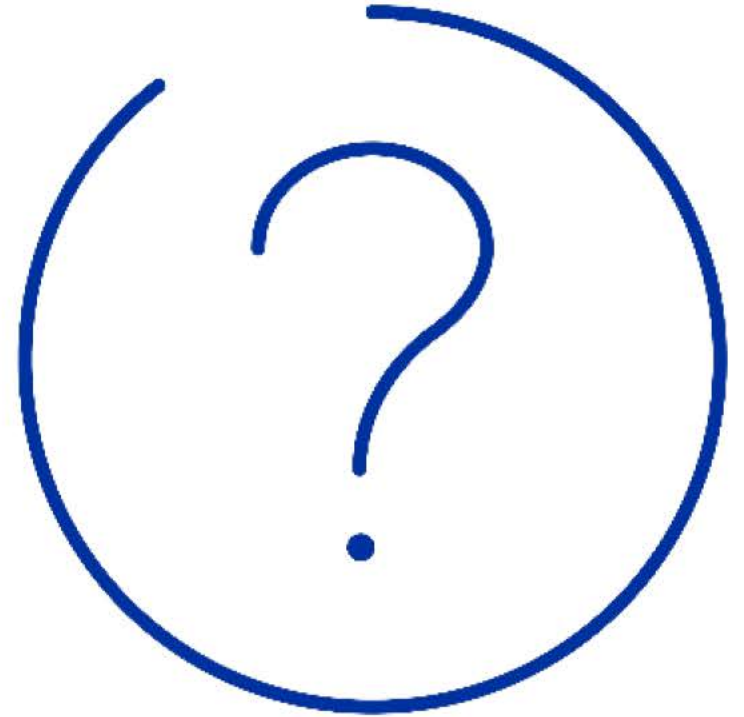
# Task Feedback: Group 1

## Shoplifting Response

- Dispersal orders.
- Youth clubs / sports.
- Contact schools.
- Change shop layout.
- Tag items.
- Increase patrols.
- Criminal Behaviour Order (CBOs).
- Public Space Protection Order (PSPO).

# Task Feedback: Group 1 - Assessment

- What worked and why?
- What didn't work?
- What could be repeated elsewhere and what should be changed next time?
- Was the SMART target achievable and why ? i.e. Were shoplifting offences reduced?



# SCENARIO: MOPEDS



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## Task Feedback: Group 2

### Mopeds Analysis

- VOLT – targeted victims?
- Are offenders gang members? Age?
- Travelling in?
- Criminal Behaviour Order (CBOs)?
- Particular times of day?
- Where are mopeds going and being stored?
- Are the mopeds being used to commit theft or robbery offences?



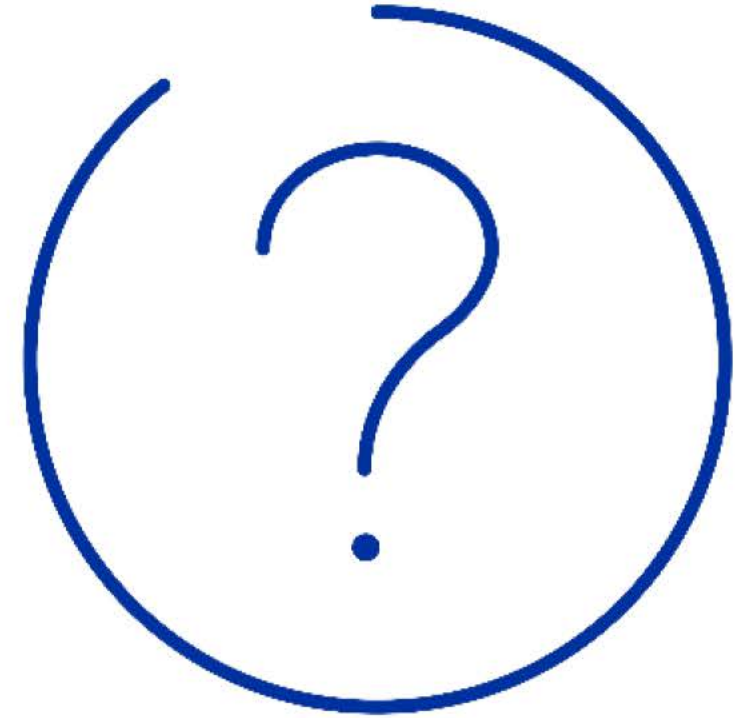
## Task Feedback: Group 2

### Mopeds Response

- Encourage reporting.
- Leaflets.
- Crimestoppers.
- Public Space Protection Order (PSPO)
- S59 Police Reform Act 2002.
- Criminal Behaviour Order (CBOs)
- School talks.
- Speed bumps, fencing, kerbs.
- Patrols, CCTV, lighting.
- Enforcement operation with specialist units and SMART target.

# Task Feedback: Group 2 -Assessment

What was effective and why?



# SCENARIO: FLY-TIPPING



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# Task Feedback: Group 3

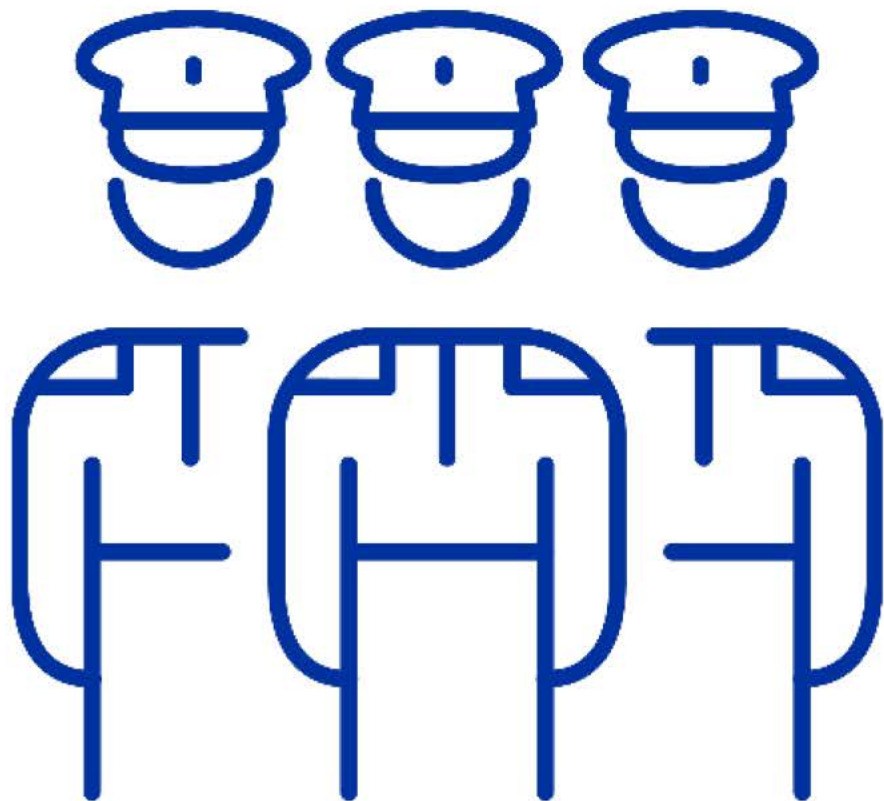
## Fly-tipping - Scanning

- Gather info from residents.
- Crime and intelligence reports.
- Gather info from local residents.
- Environment Agency.
- The local council will be a key partner if public land is affected.
- Organised Crime? Specialist Crime?

Be thorough when considering where you can get information on a problem – don't just rely on police databases.

## Task Feedback: Group 3

### Fly-tipping Analysis



- VOLT, RAT - Lack of capable guardian?
- Individual or organised crime?
- Any clues to offender ID in waste?
- SMART target?
- Public Space Protection Order (PSPO)?
- Criminal Behaviour Order (CBOs)?



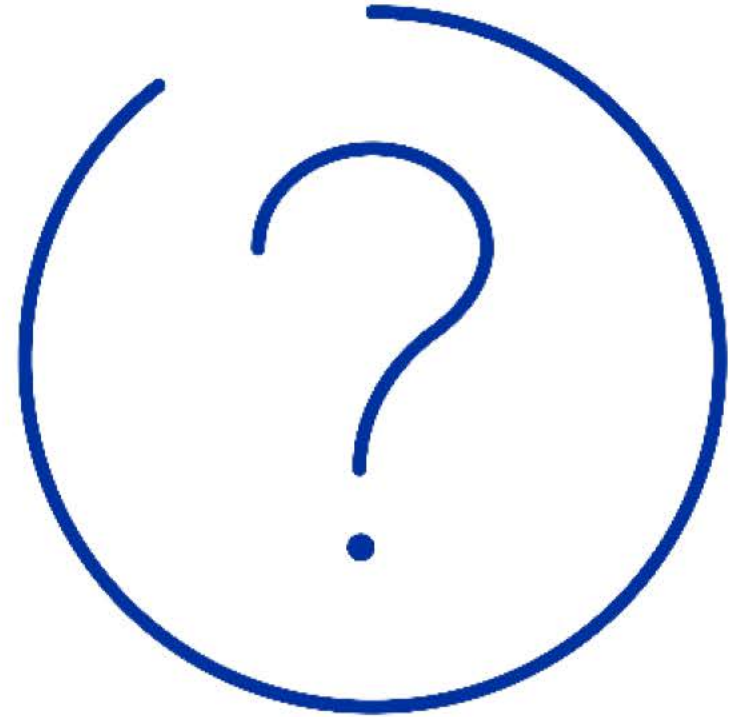
# Task Feedback: Group 3

## Fly-tipping Response

- Public Space Protection Order (PSPO)
- Criminal Behaviour Order (CBOs)
- Vehicle / Asset seizure?
- CCTV?
- Inspect problem sites / increased activity on land?
- Publicise prosecutions and Community Protection Warnings (CPWs)?
- Can environmental changes be made to secure the area?
- Gather info from local authority and Environment Agency (EA)

# Task Feedback: Group 3 - Assessment

- What worked and why?
- What didn't work?
- What could be repeated elsewhere and what should be changed next time?
- Was the SMART target achievable and why?



# SCENARIO: ANTISOCIAL BEHAVIOUR



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# Task Feedback: Group 4

## Antisocial Behaviour Analysis

- VOLT – targeted victims?
- Age?
- Travelling in?
- Particular times of day?
- Types of offending identified?
- Vulnerabilities identified?
- Drink/drugs – substance abuse?
- Public Space Protection Order (PSPO)?
- Criminal Behaviour Order (CBOs)?



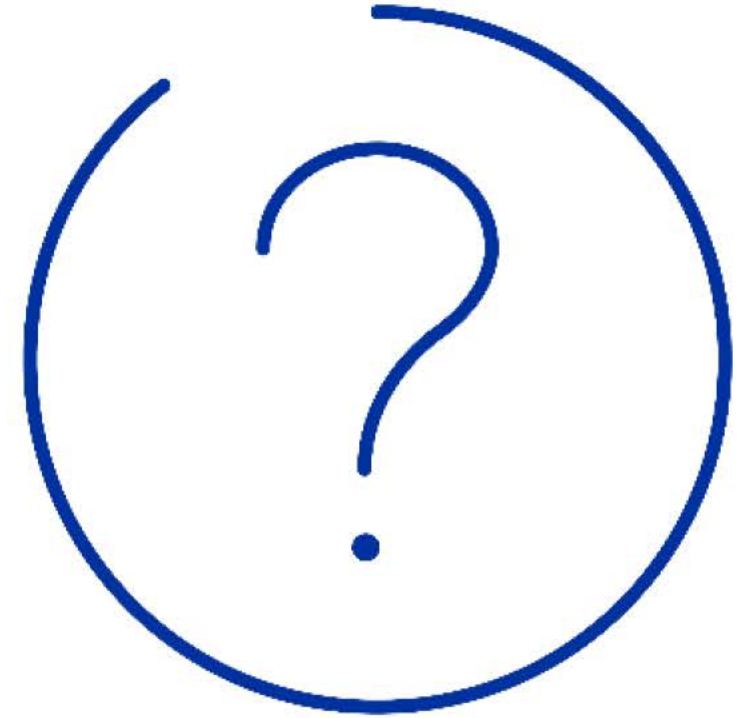
# Task Feedback: Group 4

## Antisocial Behaviour Response

- Encourage reporting
- School talks
- Increased park security – locked gates - CCTV, lighting
- Youth engagement initiatives
- Increased patrols
- SMART target.
- Public Space Protection Order (PSPO)
- Criminal Behaviour Orders (CBO)

# Task Feedback: Group 4 -Assessment

What was effective and why?



# WORKING IN PARTNERSHIP



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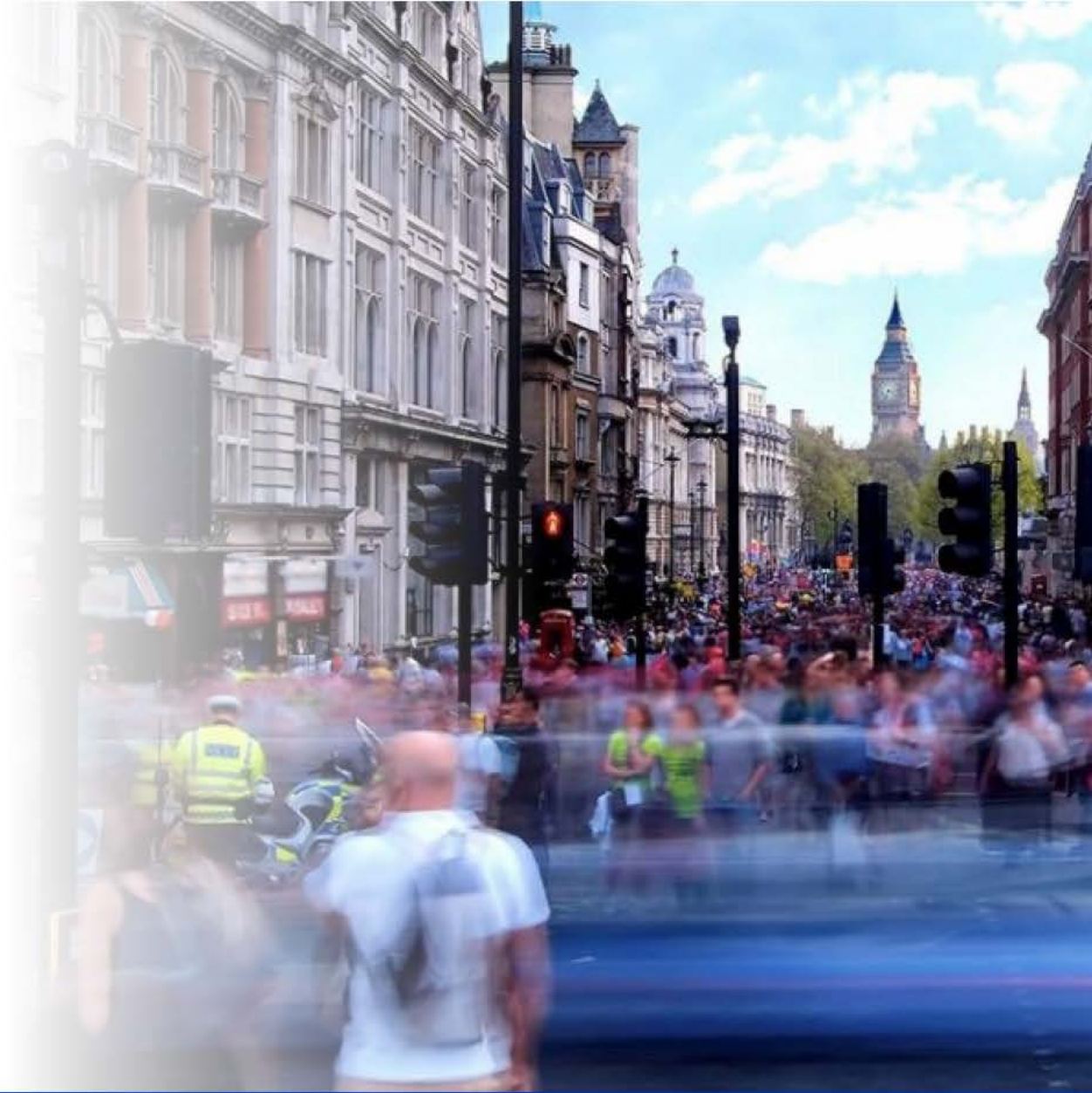
# Partnership and Collaboration Schemes

- Crime and Disorder Reduction Partnerships (CDRP).
- Public Protection Units.
- Domestic abuse / hate crime teams.
- Child Abuse Investigation Teams (CAIT).
- Serious Sexual Assault (RASSO).
- Online Child Sexual Exploitation (OCSE).
- Missing Persons Teams.
- Youth Offending Teams (YOTs).
- Blue light partnerships.

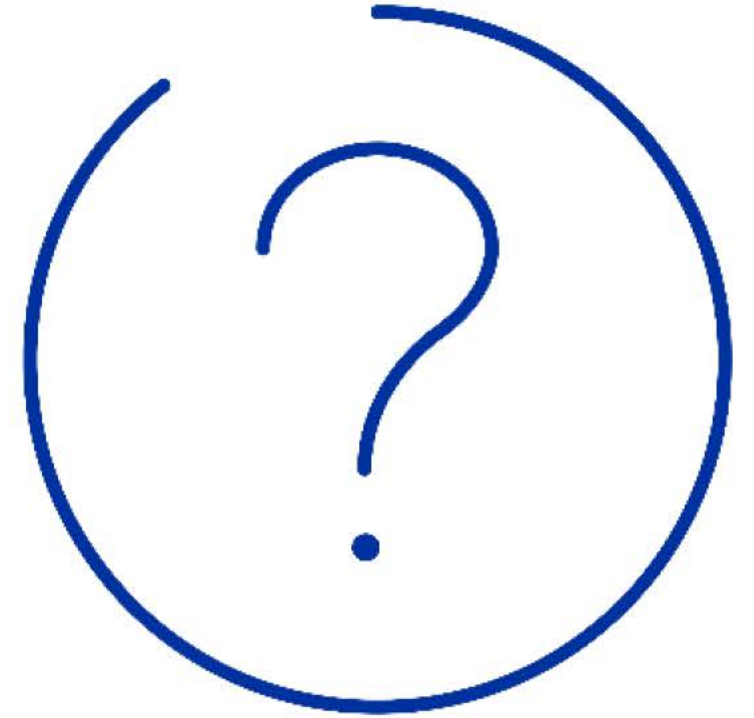


# Collaboration

**Who else may contribute and help in problem solving?**



# Any Questions?





# References

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