



On successful completion of this module, learners will be able to:

1. Define the term 'problem' in the context of neighbourhood policing.
2. Outline the difference between traditional policing methods and a problem-orientated policing approach.
3. Explain the Partnership-Orientated Problem-Solving approach.
4. Give examples of when a 'POPS' approach may be used.
5. Identify barriers to effective problem solving.
6. Recognise the stages which should be applied in the 'OSARA' approach to problem solving.
7. Outline the benefits of partnership working in the problem solving process.
8. Outline two areas of consideration when evaluating the effectiveness of a problem solving approach.

What is a problem?

A group of incidents occurring in a community that are similar or connected in one or more ways & that are of concern to the public & require a police response



QTS - What is a problem? For the purpose of neighbourhood policing a problem is:

Further QTS

Is it something that concerns or causes harm to the people of our communities?

Is it something that occurs on more than one occasion, and if often similar in nature?

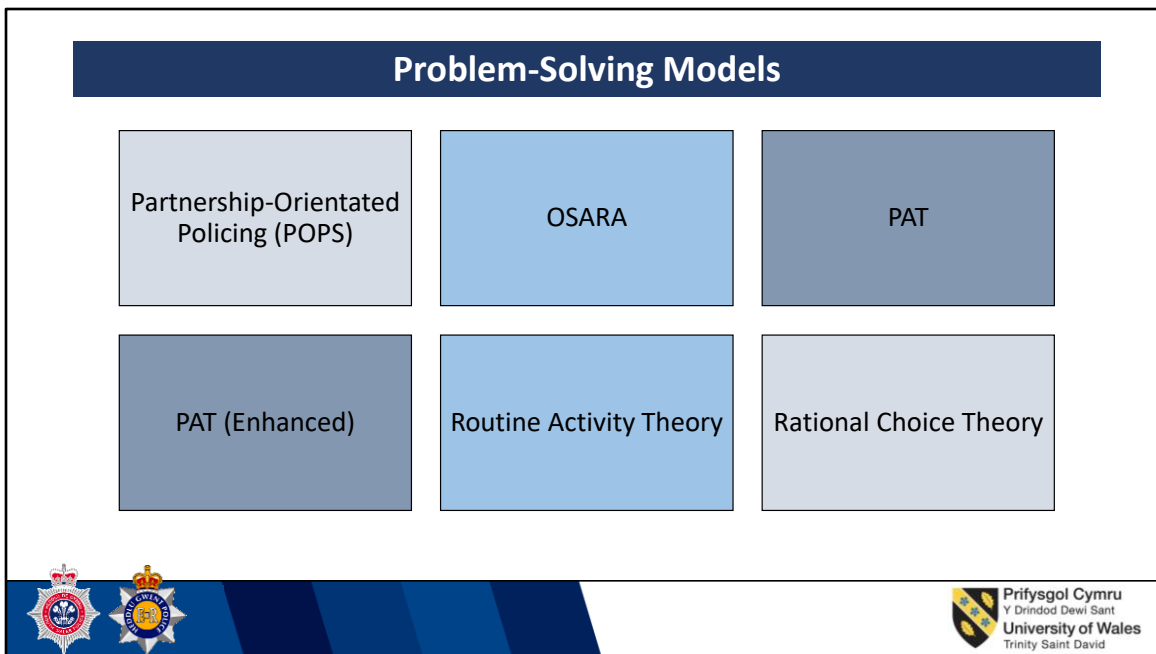
- A group of incidents occurring in a community that are similar or connected in one or more ways and that is of concern to the public and require a police response.

So, a problem for the police will not be a one-off incident. It will be a series of incidents either of the same type or connected in some way.

Problems can be defined or described in many ways – based on:

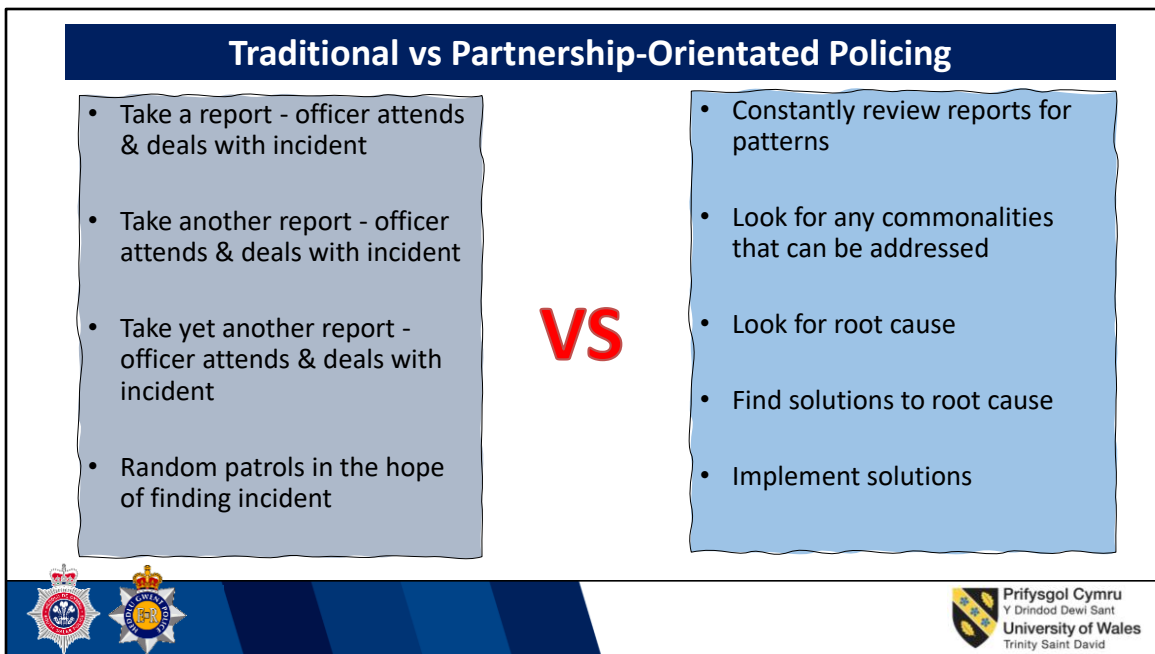
- **the offence type**
- **the people involved**
- **where the problem occurs**
- **when the problem occurs, etc.**

Most incidents are linked by one or a number of the above.



We are going to look at a number of problem solving models/theories during the lesson, they include:

- Partnership Orientated Problem Solving
- OSARA
- PAT
- Enhanced PAT
- Routine Activity Theory
- Rational Choice Theory



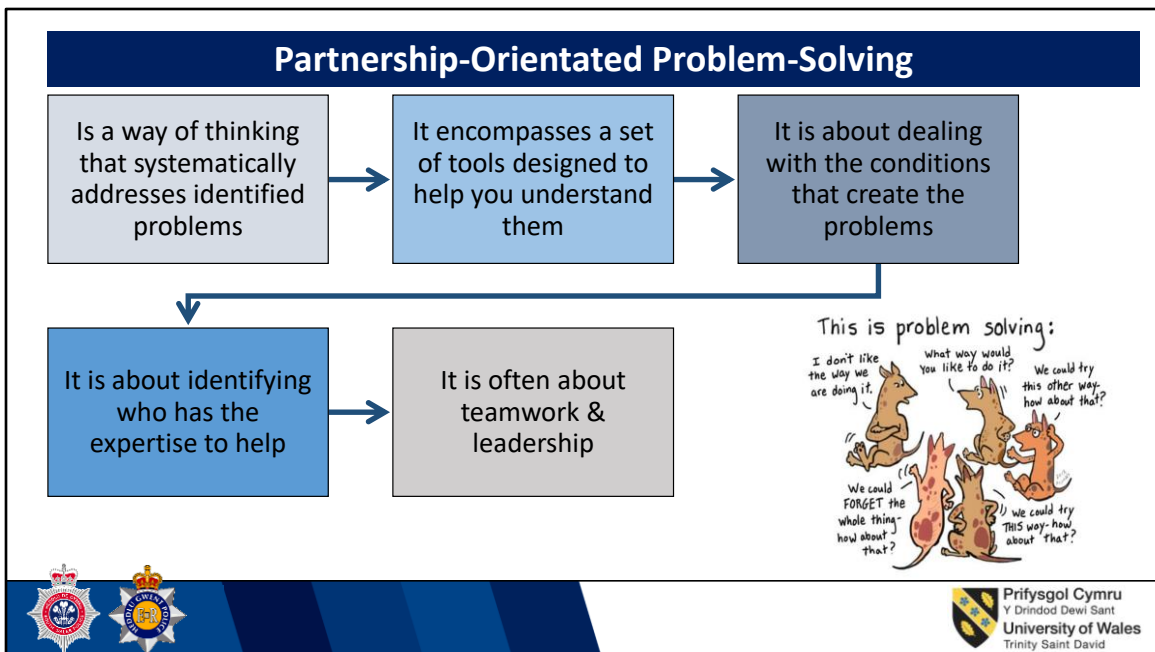
QTS – what do you think the problem is with the traditional approach to policing?

QTS – How does POPS differ to the traditional policing approach?

This slide identifies a contrast between the traditional and Partnership-Orientated Problem Solving solution-oriented approaches.

As an example use youths congregating in a park.

POPS is about identifying how can we “SOLVE” the problem rather than just moving it somewhere else and ignoring the root or real problem, etc.



A partnership orientated approach focuses upon effective resolution of underlying problems that impact upon our communities rather than simply reacting to calls for service.

The majority of problems we deal with seem relatively straightforward on the surface (eg youths causing ASB) and we assume we know how to solve them. Nevertheless, problems often fail to respond to our interventions. Quite often this is because we haven't taken the time to properly understand the underlying causes of the problem.

It is very important to point out that this approach is not necessarily easier & takes more time, planning, resources, cooperation, & community interactions--in fact, it may take much more time in the short term.

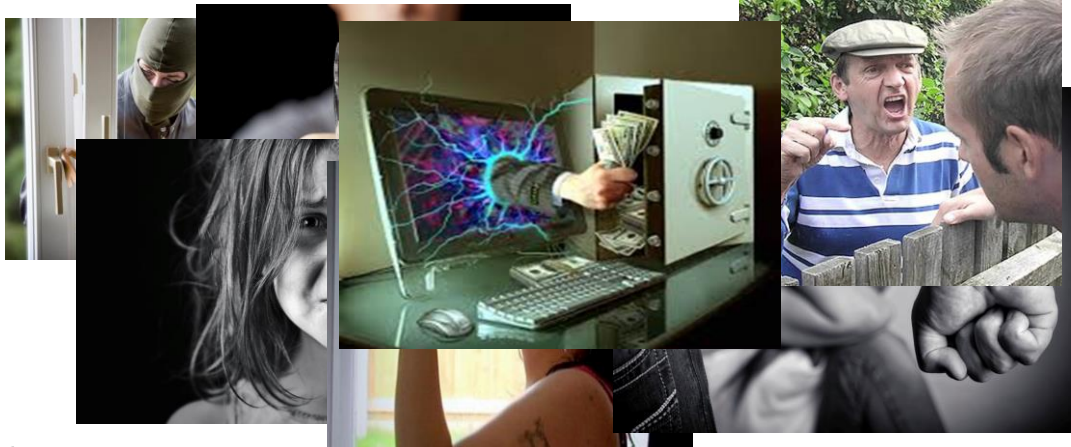
The benefit is in long-term effectiveness. If we can remove the problem associated with the calls for service so that repeat calls for the same incident are significantly reduced how more efficient and effective will we be?

Q. How does this approach differ to the previous one?

Through discussion, trainer to emphasise the following points:

- *A partnership-orientated approach is about identifying how can we **'SOLVE'** the problem rather than just moving it somewhere else and ignoring the root or real problem, etc.*
- *A partnership-orientated approach focuses upon effective resolution.*
- *The majority of problems we deal with seem relatively straightforward on the surface, however, we often don't take the time to properly understand the underlying causes of the problem.*
- *A partnership-orientated approach is not necessarily easier & takes more time in the short term, however the benefit is long-term effectiveness.*

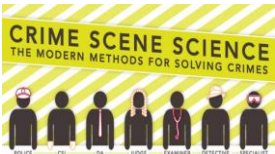
When Might We Use It?



Having established a basic understanding of the 'POPS' approach to problem solving, trainer to ask:

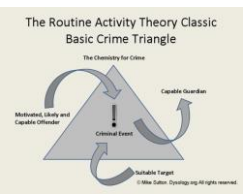
Q. When might we use it?

- Burglary
- ASB
- Disorder
- Child abuse
- CSE
- Domestic
- Alcohol related
- Neighbourhood disputes
- RTCs
- Thefts
- Cybercrime and internet crime/fraud can also be dealt with at a local level


Key Elements of Problem-Solving









WHAT IS INVOLVED IN PROBLEM SOLVING?

Activity 1

Trainer to place students into their groups and the Trainer to show the boulder slide and ask how do we solve this problem? (*Hopefully they will answer “break it down into smaller rocks”*) Then explain that problem solving is (reveal each picture):

- It is about breaking down a problem.
- Being more scientific in your approach.
- Being like a medical practitioner – knowing what is causing the problem and what treatment to provide (headache example – ask the group who has ever had a headache? Ask for different reasons for their headache followed by different solutions. “Headache” is a generic label.
- It is about being like engineers who are systematic and test theory.
- The other two examples are criminological theories : problem analysis triangle (understanding victim, location and offender) and about rational choice theory, which is that every offender takes a cost benefit analysis of whether it is worth

committing that offence. Rational choice looks at what might deter an offender . .
. Tell them you will talk about these two theories in more detail later.

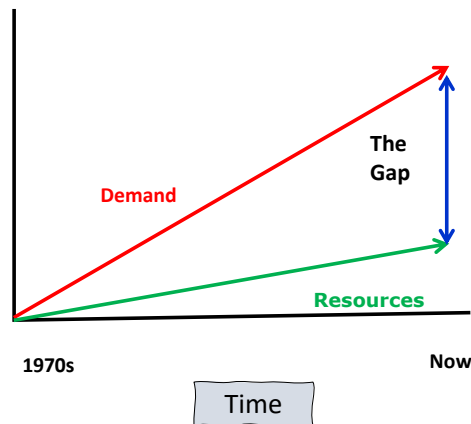
The purpose of a problem solving approach is to address the underlying conditions that may be causing the problem and recognise, and use the expertise of others in order to solve, or manage it better. A systematic approach encourages more lateral and creative thinking and uses a wider range of resources in developing solutions.

- **It must be described precisely and accurately** and broken down into specific aspects of the problem. It is important to understand that problems often aren't what they first appear to be;
- **It must be understood** in terms of the various interests at stake. Individuals and groups of people are affected in different ways by a problem and have different ideas about what should be done about the problem;
- **The way the problem is currently being handled must be understood** and the limits of effectiveness must be openly acknowledged in order to come up with a better response.
- **All possible responses should be considered** so as not to cut short potentially effective responses. Possible responses should follow from what is learned during the analysis.

Problem Solving

POP on a Beer Mat

Tilley Award winner
2001 Mike Barton (Chief
Constable, Durham)



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Partnership-Orientated Policing: (POP) on a Beermat:

Devised by Michael Barton, now Chief Constable of Durham Constabulary. At the time he was a Chief Inspector in Lancashire Police when this was devised. The ethos behind POP on a Beermat is that since 1970s police demand has risen and there is a shallower rise in resources available and the resulting gap, which means poor or non-existent service to customers and stressed, over-stretched people in the organisation.

In order to close the gap we have to do something different. At the moment we keep doing what we have always done and expect a different result.

Partnership-Orientated Policing is a way of bridging the gap.

Q. Which element of reducing the gap can we influence? Decrease the red line or increase the green line? There is more scope to increase the resources than there is to reduce demand.

Q. How can we increase our resources?

- Neighbourhood Watch
- CPS

- Media
- Local Authorities
- Crime and Disorder Partners
- Communities

All can be on the red line but they can all be on the green line – the difference is the way we see them.

However, to effectively close the gap, the red line has to be reduced in addition to raising the green line. This can be achieved using a problem solving approach and using the OSARA and PAT models.

Partnership Orientated Problem Solving (POPS) in its simplest format is about **“working smarter rather than working harder”**. It is about examining patterns of incidents to identify existing and emerging problems, and tackle the underlying issues.

One of the major success factors in POP is getting the active involvement of the community and other agencies. It makes use of the OSARA model and PAT setting out a logical approach to problem solving.

It is vitally important that crime reduction involves everyone and not just the police; involving local agencies and communities contributes to success.

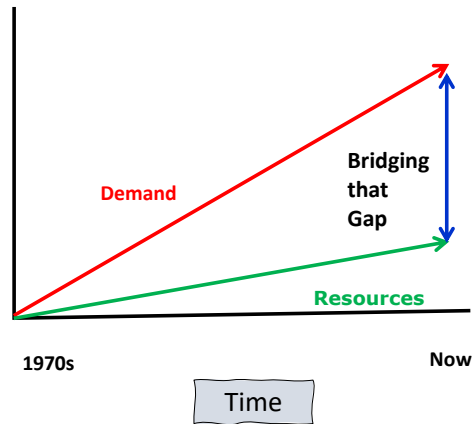
When you attend a call ask yourself – have I been here before; have my colleagues been here before – how can I stop us being called here in the future.

Benefits of POP:

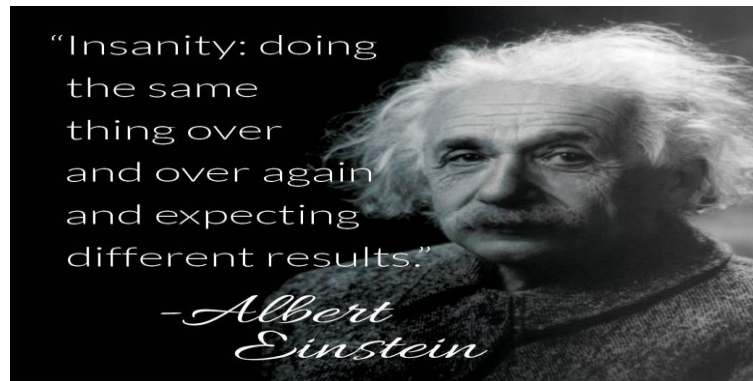
- A better served public whose concerns are attended to at source;
- Officers with enhanced job satisfaction from bringing the public real benefits; and
- More manageable demands on the policing because underlying problems are solved, reducing repeat calls.

Problem Solving

POP is about
increasing resources
to reduce demand



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We need to take a more sophisticated approach. Think creatively.

We mentioned engineers earlier.

Q. Why are engineers good problem solvers?

- They have a “can do” attitude
- They focus on practical problems and try to formulate solutions.
- They take the human and environmental dimensions into account.

But, like the police, they make serious mistakes from time to time.

However,

- They have a huge depth of achievement that is evident in modern engineering.

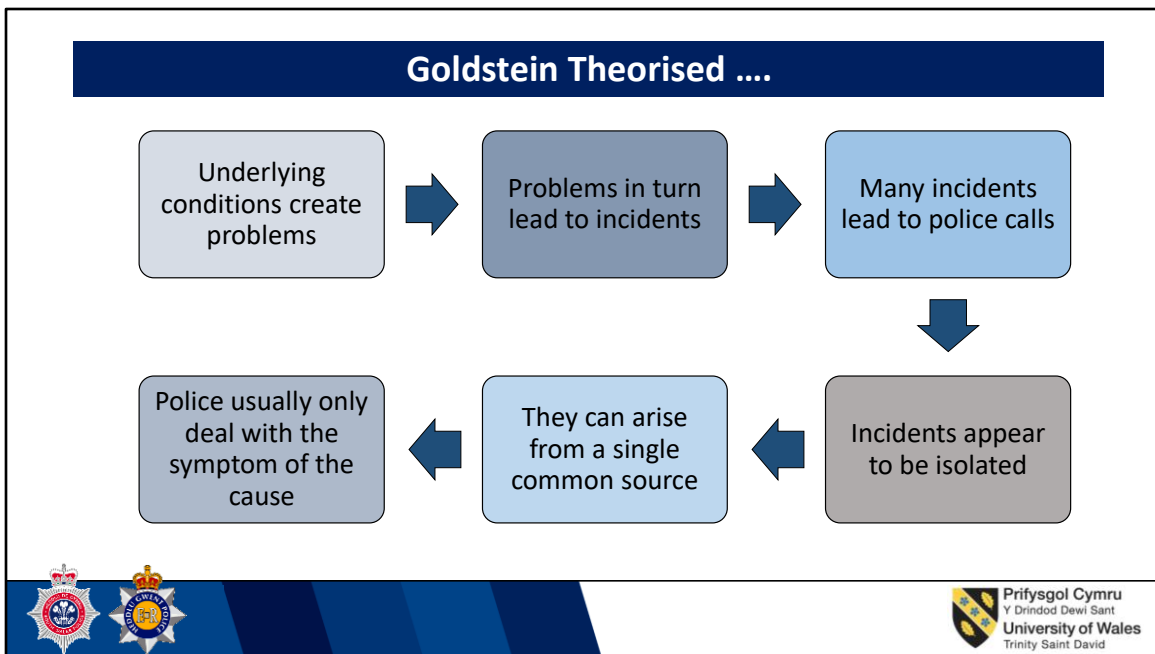
Q. So why are they so successful?

- They test theory
- They are systematic
- They are creative

- They investigate why they failed

Dyson – thousands of prototypes of vacuum cleaners before he succeeded – but he did not give up!

Q. What can help us be more systematic? PROBLEM SOLVING MODEL



Goldstein's theory: Partnership-orientated policing (POP), coined by Professor Herman Goldstein, is a policing strategy that involves the identification and analysis of specific crime and disorder problems, in order to develop effective response strategies. For years, police focused on the “**means**” of policing rather than its “**ends**”, according to Goldstein.

Goldstein (1979) called to replace what he termed the **reactive, incident-driven** “standard model of policing”. This approach requires police to be **proactive** in identifying underlying problems, which can be targeted to reduce crime and disorder at their roots.

Police often deal with the symptoms of a problem when answering calls for service.

- Characteristics of people who live or enter into the community/area
- How people feel about where they live
- The condition of the community/area

Expected outcomes of POP:

- Eliminate the problem entirely
- Reduce the number of occurrences of the problem

- To reduce the degree of harm that has been caused by the problem
- To improve the way that the problem is being dealt with

Barriers to Effective Problem-Solving

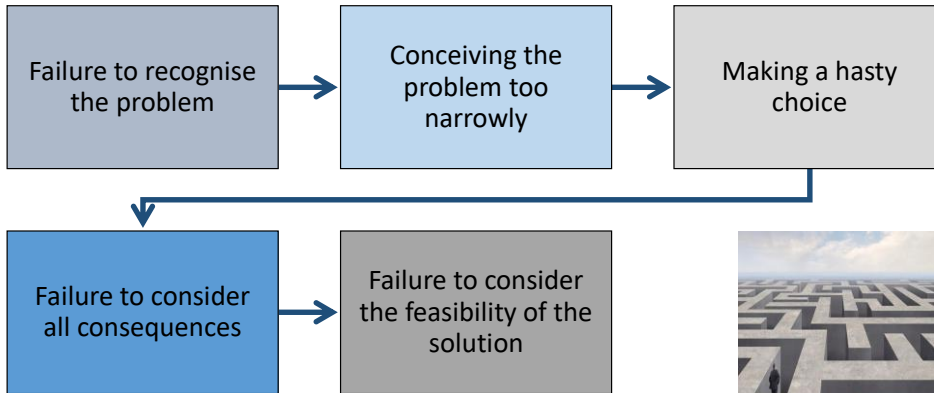
"He who asks a question may be a fool for five minutes, but he who never asks a question remains a fool forever"

Tom Connelly



QTS – Based on our discussion so far, can you anticipate any barriers when it comes to problem solving? Trainer to Boardblast answers

Barriers to Effective Problem-Solving



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Problem-Solving Models: OSARA



There are many problem solving models, and police officers are probably most familiar with the National Decision Making Model (NDM) which is used most frequently in tactical operational situations. However, the OSARA model is the one most frequently used in the Neighbourhood Policing and Partnership environment, and encompasses five main stages of a problem solving approach which are:

Objective, Scanning, Analysis, Response and Assessment

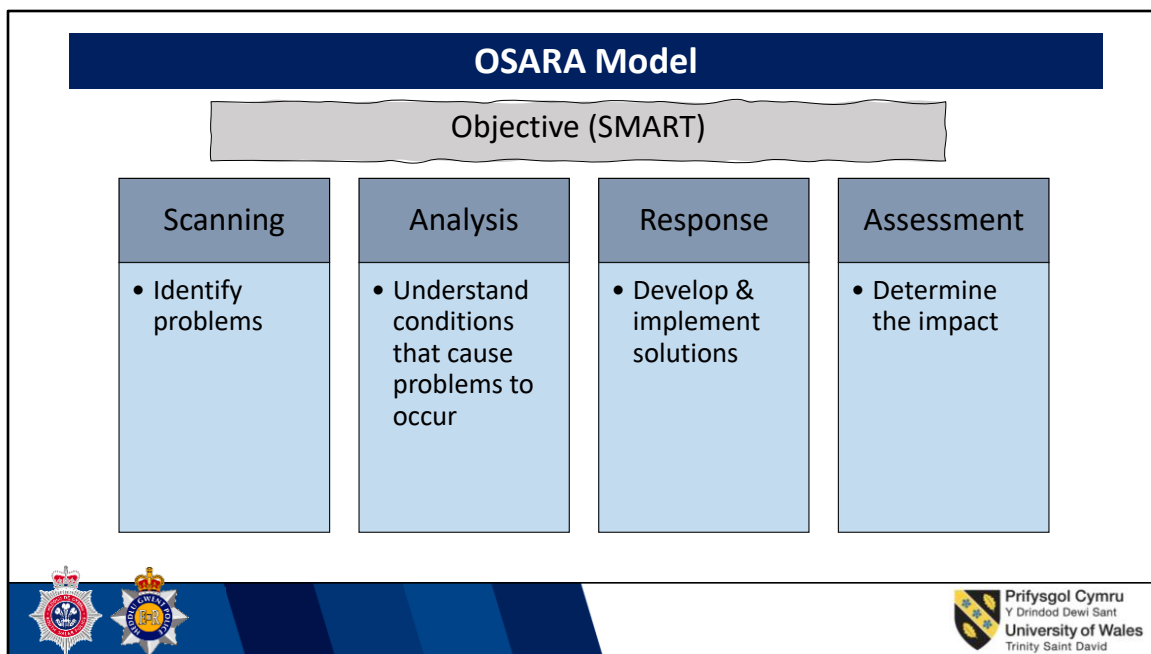
The OSARA model has been around since the 1970s. We have adopted the OSARA version to highlight our objective at the very start of the problem solving process. Applying the process will help to ensure that a crime problem is effectively identified and tackled and will also help organisations in partnerships to deal with local problems. Briefly describe each stage of the model on this slide before splitting up into each one.

OSARA is about taking the problem (remember the big boulder in the road) and breaking it down in order to understand the different parts of the problem. Rarely is one problem due to just one reason ... the analysis is about helping understand what is causing it to happen.

Examples:

Street beggars could be doing it for different reasons: alcohol or drug dependency/homelessness or just for financial gain. It is always useful to know the reasons, as each would involve different responses and different partners to work with. There is no point in just moving them on if they have a dependency, or if they are homeless. You need then to work with different agencies who can help.

We will go through each stage in the following slides and introduce you to some tools which can assist in various stages.



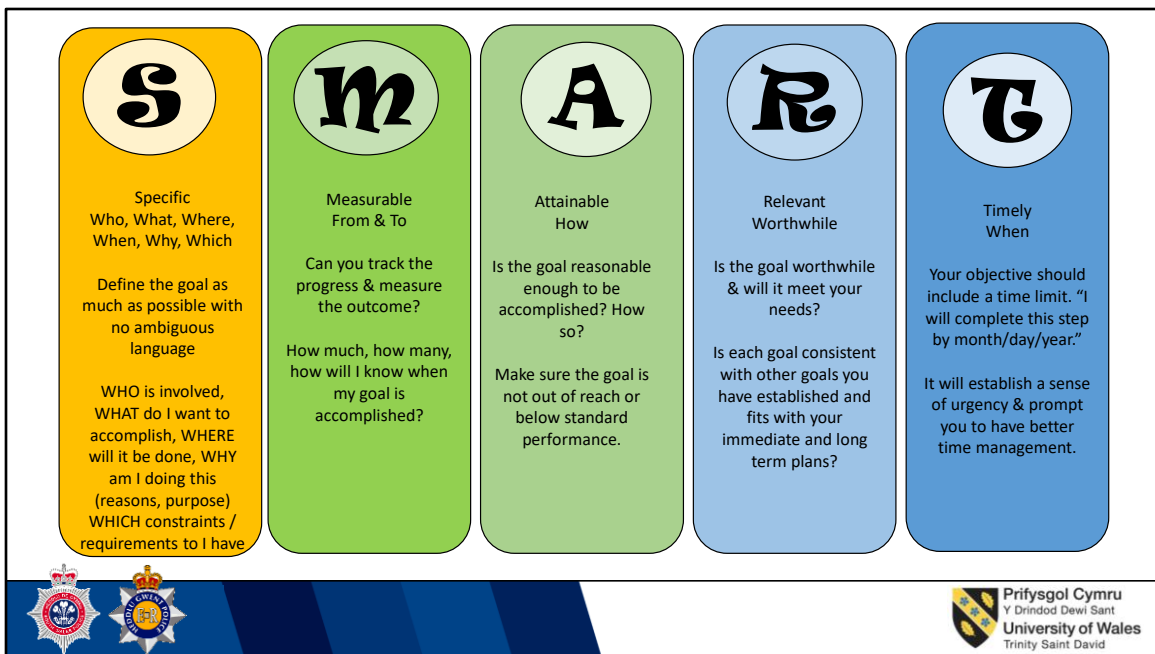
OBJECTIVE:

Your objective should be SMART – see next slide. The objective is a simple statement, which sets out the purpose of the project – for example **“to reduce anti-social behaviour in Newtown Bus Station”**. Ideally, it should be one sentence long stating what the aim of your POP plan is.

Your problem is not to “reduce demand on police resources”; it is the effect the problem is having on victims, which then places a demand on police resources.

Your response to your problem should not be included in the objective; your response should be based on your analysis.

Having defined your objective you need to identify how you are going to measure this.



You should set SMART objectives for a specific project before you start work on it. This is when you should also set objectives for the evaluation of the project/initiative.

SMART objectives should be recorded right at the beginning – providing an overview of what you intend to achieve.

- **Specific** – target a specific area for improvement.
 - **Measurable** – quantify or at least suggest an indicator of progress.
 - **Assignable (Achievable)** – specify who will do it.
 - **Realistic** – what results can realistically be achieved, given available resources.
 - **Timely** – specify when the results can be achieved
-
- How might you go about this?
 - Does it meet with Sergeant or Inspector approval?
 - Who will work with you – ie which partners?
 - Do you have an idea of how long it may take to achieve?
 - Who is likely to be affected by your work? Are you targeting offenders, reducing

victims, improving an area, for example?

Are there any risks involved – do you have a plan should things not go the way you want them to?

This is very much like the NDM – it is all about planning – plan and prepare!

SMART Objectives

“By the end of the project (in six months time), the number of anti-social behaviour incidents in Newtown Bus Station will have reduced by 20%”



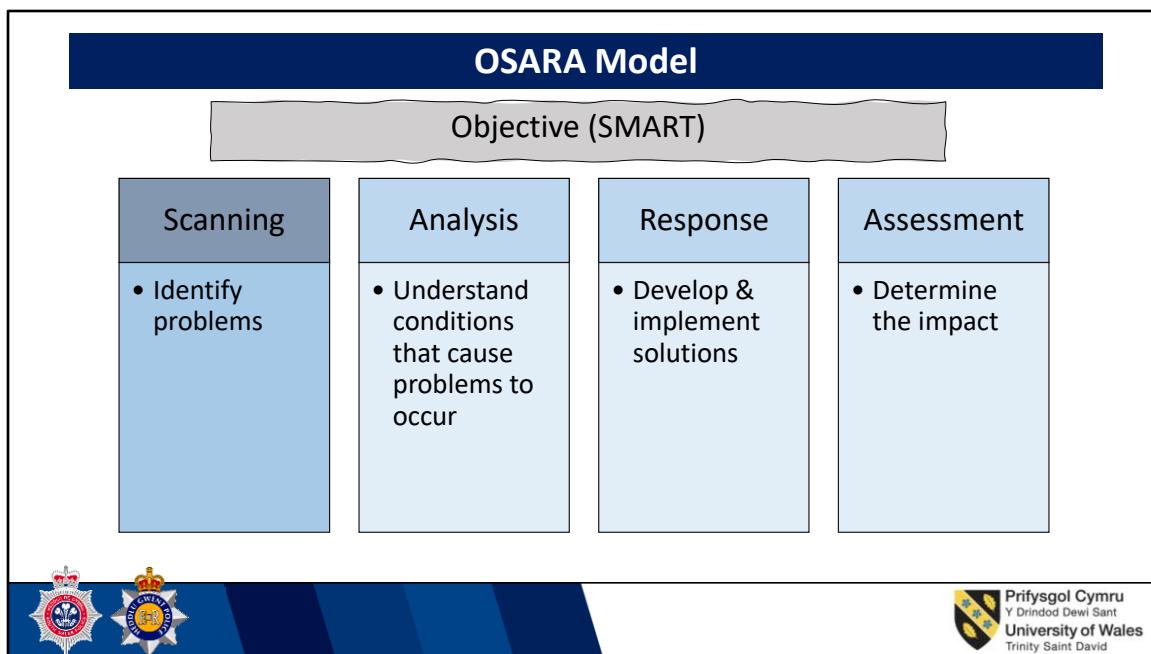
SPECIFIC – NUMBER, ASB INCIDENTS, REDUCED

MEASUREABLE – 20%

ACHIEVEABLE – NUMBER, ASB INCIDENTS, REDUCED, 20%

REALISTIC - 20%

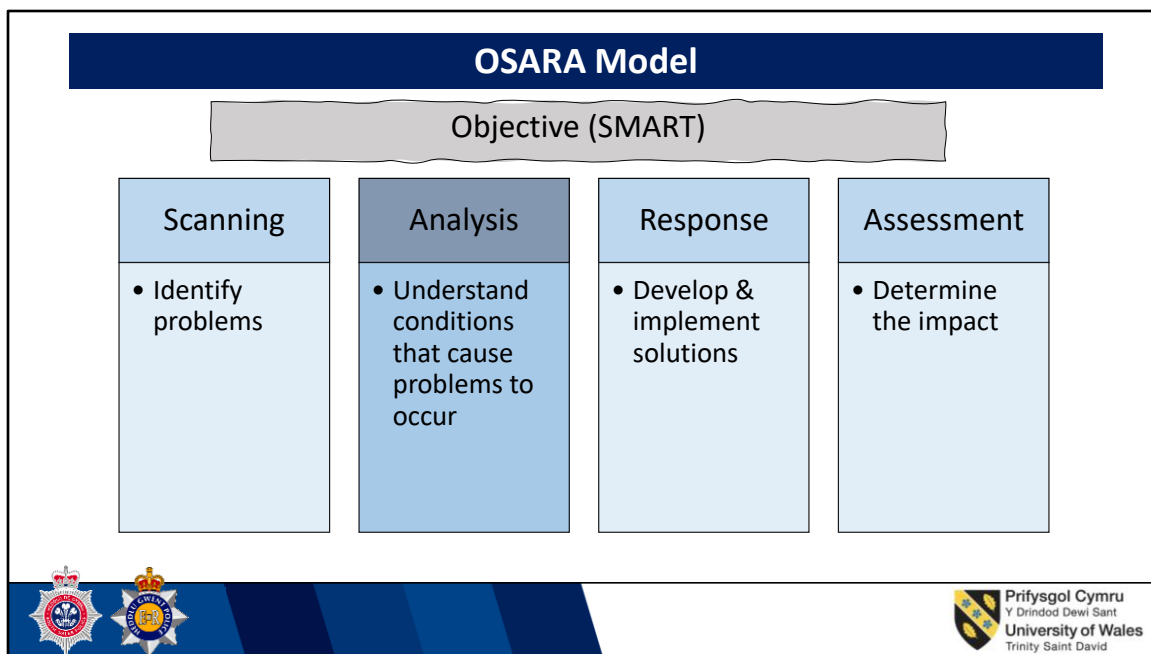
TIMEBOUND – SIX MONTHS TIME



So, we have established our objective – what we want to achieve. We now move through the stages of the model.

SCANNING

- Allows incidents to be grouped into clusters or “problems”. These problems comprise similar, related or recurring incidents and are identified from police and partnership data and intelligence and from community information.
- The definition of what constitutes a “problem” is deliberately left open as there is an almost endless range of situations where the public may call for help. Incidents may vary in terms of their seriousness, particularly in crime terms, but they are all of concern to the community and many call for a partnership response.
- Problems identified in the scanning phase of the process should not be “one-offs”; they should be problems which have been recurring for some time, certainly over a period of months. It makes more sense to spend time and resources on a long-term problem than on one that has only been around for a couple of weeks.

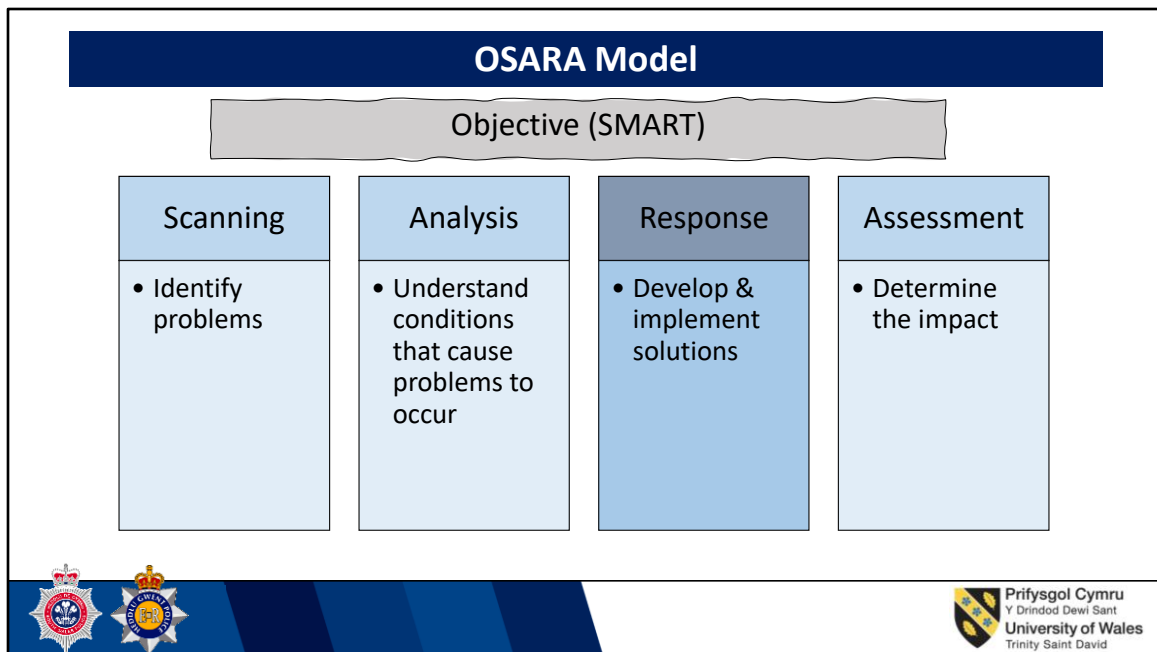


ANALYSIS AND ASSESSING RISKS

- In this phase, crime reduction practitioners identify the conditions that give rise to a particular problem by examining the characteristics and impact of the problem in greater detail. For example, scanning might have revealed that there were many abandoned vehicles in a particular area, but analysis will provide information on whether the vehicles were stolen, and if so the hour, day or month that the thefts took place and from which particular locations.
- Analysis may involve collecting information about offenders and victims, the time of occurrence, location and other details of the physical environment, the history of the current problem, the motivations, gains and losses of involved parties, the apparent (and hidden) causes and competing interests and the results of current responses.
- Officers may need to talk to colleagues, partners, local businesses, or to members of the community to better understand the problem. As well as other agency data, information held by other organisations such as insurance companies, hospitals, local authorities, probation and schools may be useful.

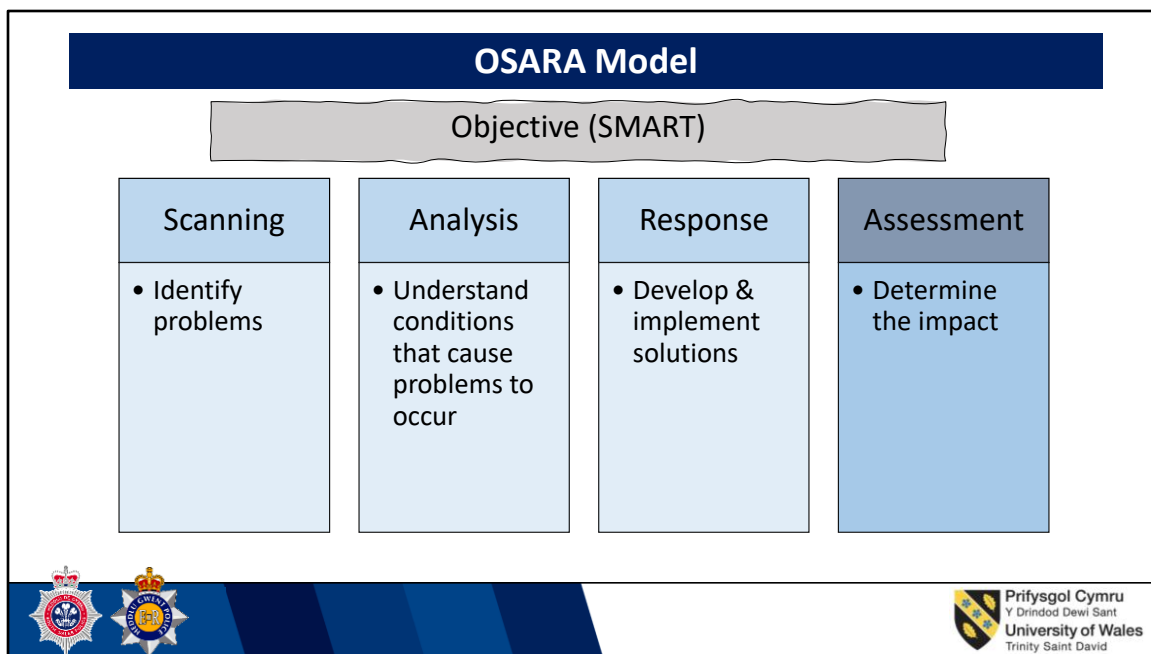
- Mention that a tool which can be useful at this stage in the process is the **PROBLEM ANALYSIS TRIANGLE** and this will be covered in more detail shortly.

In the analysis stage, ask the right questions – WHY is it happening there? WHY is it happening to them? WHY is it happening then? WHY is it happening in that way?



RESPONSE AND IDENTIFYING PROBLEMS

- Refers to any action taken to try to address a problem. This might vary from the simple – for example advising someone what they should or should not be doing – to the complex, such as involving the community and local bodies to set up a project.
- Work done in the analysis phase helps to identify or isolate the element that can most easily and effectively be tackled to try to resolve a problem. Often, responses will combine actions to tackle more than one aspect of the problem identified during the analysis phase.
- In selecting responses, it is crucial to work out in detail how they are expected to produce their intended effects.
- **A TOOL WHICH CAN BE USEFUL AT THIS STAGE IS THE ROUTINE ACTIVITY THEORY which will be covered shortly**



ASSESSMENT AND REVIEW

The final stages of any problem solving model involves reviewing any attempts to deal with a problem and evaluate how successful they have been. There are three major reasons why the review and assessment stage is very important.

- 1.To find out whether a particular problem still exists and requires continuing attention. This is important in deciding whether to continue to deploy resources to respond effectively to the problem.
- 2.To improve problem-solving skills by finding out what seems to work in differing circumstances. This avoids reinventing the wheel and contributes to the “what works” knowledgebase and the dissemination to good practice.
- 3.To enable effective problem-solving to be recognised acknowledging individual efforts.
- 4.To share the information and process with others so that lessons can be learned and others can implement beneficial practice.

5. There are many different types of success –

- **The problem and its impact remain the same but the volume of police effort to respond to it may be reduced**
- **The harm to the public may be reduced even though the number of incidents remains the same**
- **The number of problem incidents may be reduced**
- **The problem may be entirely eliminated**

In the past, a problem solving approach may have been used and even followed the model – however, generally only the SAR has been followed – the assessment phase has been disregarded and if a problem has not worked it has been discarded, rather than trying again with a different approach.

Group Exercise - OSARA

Example from Durham Constabulary

Durham Constabulary adopted this style of policing when Chief Constable Michael Barton joined the force as Assistant Chief Constable in 2008. POP identifies the root causes of a problem and develops tailored solutions to improve the quality of life for our communities. This approach has been successful in addressing a wide range of crime and anti-social behaviour problems that traditional policing methods alone have not been able to.

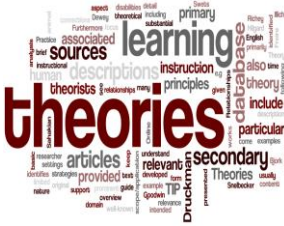
Durham Constabulary adopted the “OSARA” model,

For the last nine years, Durham Constabulary have held an “Annual POP Conference”, where Chief Constable Michael Barton invites all employees and partner organisations to attend. Numerous examples of joint agency problem solving initiatives are showcased with an overall winner announced. It’s also an opportunity to thank everyone for the innovative ways in which staff have worked within their communities to make County Durham and Darlington a safe place to live. 2018 saw a project called “Cultivating Change” take the overall title. The team, in Peterlee, introduced the Young Heroes event which honours people under 18 who have done something positive in their community. They created a Peterlee Community Garden and secured £70,000 worth of funding from Peterlee Town Council for sustainable youth provision. The monthly Young Heroes award teases out

inspirational stories from the community with nominations coming from schools, parents and police. The winner is presented with a trophy, certificate and gift voucher presented by the Neighbourhood Inspector.

Chief Constable Michael Barton said “we are proud to embed problem solving as the core element of how we think about making a change to the way society works, the way crime operates, how victims can look after themselves and how communities can thrive. From around 50 initiatives, 12 of those projects were selected to be at our conference. The winners, ‘Cultivating Change’ is a far sighted, multi-faceted idea where they are doing so many things, not least challenging people who are on the cusp of criminality to take a second look at their anti-social behaviour.

Theories That Underpin Problem-Solving



ROUTINE ACTIVITY THEORY (RAT)

- Including the Problem Analysis Triangle (PAT) This helps understand the interaction between offender/victim and location. This is one of the main theories of environmental criminology.

REPEAT VICTIMISATION

- Where things happened in the past, help predict where it will be in the future – all crime predictive mapping is based on RV.

RATIONAL CHOICE THEORY

- How things work – how can we prevent happening in the future?

INCIDENT PATTERN THEORY

- Why things happen in specific locations . . . Looking at use of space, awareness and opportunity)

BROKEN WINDOWS THEORY

- Dealing with the minor stuff ... can prevent more serious crimes from happening.

Broken-Windows Policing in Action

- Broken Windows is not a silver-bullet. You don't "do" Broken Windows. You act based on community input of disorder, fear, foot patrol, and police discretion.
- Broken Windows is problem-solving process of police action.
- Broken Windows asks how can police work *with* the community to reduce fear and create a less criminal environment?

"Signal Crime" as a mechanism

- The presence of signal crimes [Broken Windows] is more likely to stimulate a decline in levels of social cohesion and collective efficacy by degrading levels of mutual trust and confidence.
- Signal crimes shape people's risk perceptions, encouraging higher levels of fear and anxiety.

Innes, Martin. 2004. "Signal Crimes and Signal Disorders: Notes on Deviance as Communicative Action."
The British Journal of Sociology. Vol. 55(3) pp. 335-355.

WE WILL NOW LOOK AT THE RAT/PAT and RATIONAL CHOICE THEORIES IN MORE DETAIL.

80/20 Rule: The Pareto Principle



This rule argues that typically 80% of unfocussed effort generates only 20% of results

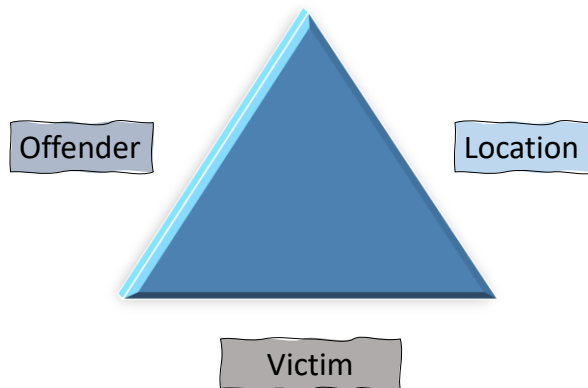


The remaining 80% of results are achieved with only 20% of effort



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The Problem-Analysis Triangle



QTS – who has heard of the Problem Analysis Triangle?

QTS – What things need to be in place for a crime to occur?

The Problem Analysis Triangle (PAT) breaks incidents down into three constituent elements. PAT triangle will be used during the analysis stage.

Keep it simple!

PAT = WHAT IS OUR PROBLEM, WHY HAVE THESE CRIMES OCCURRED

This is based on the idea that a problem can only exist if an offender and victim/target are located at the same place at the same time without the presence of a capable guardian (more about this when we look at RAT). If you take away one element of the triangle then the problem may not occur (Routine Activity Theory – Felson & Cohen)

The triangle offers the opportunity to seek relationships between two or more elements and identify their importance in relation to Who, What, Where, When and How of the offence and, perhaps most importantly, Why the incident occurred or the

offences were committed.

By analysing the relationship of the three elements and asking “Why this crime occurred” we are better able to rationalise our next step in reducing/preventing opportunities for it to reoccur. For most problems, changing some elements of the triangle will have more of an impact than changing others would. In general, focus on the parts of the triangle that you and your partners can have the most impact upon.

It helps to be as precise as possible when defining the problem, having identified what incidents to be included in the analysis. It is crucial to establish what it is about the place, victim and the offender or source of the problem that causes it to arise and how and when it happens. It may need some lateral thinking to define the factors behind a problem.

By using the PAT you can identify all the features that may have an impact.

Note down as much information as you can about each of the three areas – knowing the causes will help you to find the right solutions.

The PAT triangle should enable you to explore what you know about your problem, what you don’t know about your problem or would need to know about the problem.

In the final part of your analysis, you should begin to develop a working hypotheses about why the problem is happening (eg in a series of burglaries specific houses are being targeted because of their location on estates and their design making them susceptible to a particular MO by a small group of offenders).

Case Study

<https://www.youtube.com/watch?v=vY4jmVfBAyQ>



Activity 2 - Group Exercise: Scenario to get them thinking about the problem (also just to illustrate problem solving isn't just about ASB!).

Trainer to explain that they are going to watch a video clip of the Russian Tunnel and then go through the process of completing a Problem Analysis Triangle together.

Show the video clip of the Russian Tunnel and then draw the PAT triangle on the Flip Chart Paper.

Ask the students to shout out what they know from the video, about the Location, Victim(s) and Offender(s).

Students should come up with a list as follows (a question mark indicates information that we need to find out):

LOCATION

- Tunnel
- 3 lanes
- Speed?

- Chevrons?
- Narrow
- Reaction to camera?
- No hard shoulder
- Curve
- Camber?
- What is on the approach the to location?
- Times?
- Lighting
- Road surface?

VICTIM(S)

- Drivers
- Passengers
- Speed?
- Age?
- Type of vehicle?
- Other road users
- Employees
- Businesses
- Family members
- Tax payers
- Insurance companies
- Police
- Fire
- Ambulance
- Hospitals
- Local Authority

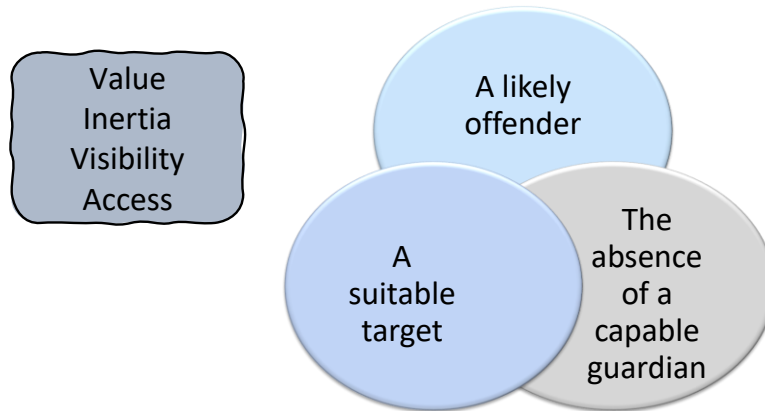
OFFENDER(S)

- Highways Authority
- Drivers
- Legal?
- Distractions?
- Injuries?
- Intoxication?
- Sight?
- Architects
- Police

SO, IN CONCLUSION – THE PAT WILL ENABLE US TO EXPLORE WHAT YOU KNOW

ABOUT THE PROBLEM, WHAT YOU DON'T KNOW ABOUT THE PROBLEM AND WHAT YOU NEED TO KNOW ABOUT THE PROBLEM.

Routine Activity Theory (RAT)



The Problem Analysis Triangle is based within the Routine Activity Theory – so lets build upon it.

RAT = WHAT IS OUR RESPONSE? HOW CAN WE REDUCE THE RISK OF THE CRIME(S) OCCURRING?

This tool can be used in the Fourth stage of OSARA to identify effective responses. RAT was developed by Marcus Felson, a criminologist who has worked on crime reduction theories for a number of years. This theory will help you understand why crimes occur by analysing the three elements present when any crime is committed. RAT is a well known and straightforward explanation that can be used as a practical tool by practitioners in the field.

The theory states that in order for a crime to occur 3 things must happen at the same time and in the same place – there is a suitable target, a likely offender and the absence of a capable guardian.

- **A SUITABLE TARGET** – can be a person, an object, a place. Four things make a target suitable to an offender (click for second box and explain the following):

Value – offender must either value the target for what they may gain from it or value the effect they may have on it.

Inertia – how easily can it be removed/moved. Size & weight can affect how suitable it is to the offender.

Visibility – how easy is it to see a target will affect how suitable it is.

Access – if a potential target is easy to get to, the suitability is increased.

- **ABSENCE OF A CAPABLE GUARDIAN** – a capable guardian whose presence would discourage a crime from taking place must be absent – examples : police patrols, security guards, Neighbourhood Watch Schemes, door staff, vigilant staff and co-workers, friends and/or neighbours, alarms, CCTV.
- **LIKELY OFFENDERS** – This is the final element – a crime will only be committed if a likely offender thinks that a target is suitable and a capable guardian is absent. It is their assessment of the situation that determines whether a crime will take place.

To reduce the risk of an offence taking place, you should make sure the **3 elements cannot happen at the same time and in the same place**. If you have a **potential target** but access is denied, the potential **offender** will be unable to carry out the offence.

Similarly, making sure that there is a **capable guardian** in place will help to protect the target.

Once you have used RAT to identify which element of a potential crime situation you want to alter to reduce the risk, you can then use the **TEN PRINCIPLES OF CRIME PREVENTION** to select the exact method. The following principles can be used to be pro-active and therefore prevent crime from occurring in the first instance. Be the “eyes” of the criminal when you look and see the opportunities that can prevent crime and the consequences.

Rational Choice Theory

“Changing the potential offenders’ perceptions of these factors can change their decision”



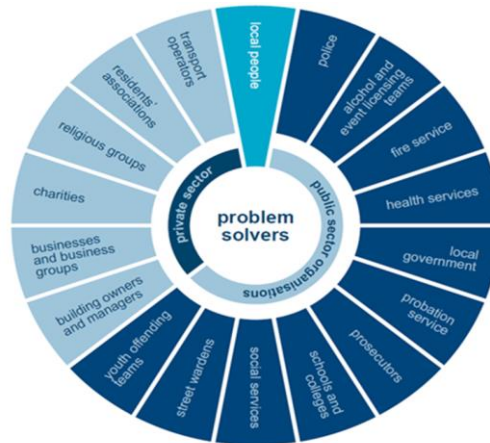
Finally, the rational choice theory.

We can change the mind or behaviour of the offender in a number of different ways.

The key is to understand how they see the victim, the target or the place.

Every offender takes a cost benefit analysis on whether it is worth it to commit that offence. It is up to us to change their perceptions and this can be done in a number of ways . . .

Partnership Working



QTS - do you think it would be beneficial to involve other individuals or organisations in the problem solving process?

QTS – If this is an effective method to use when dealing with community issues, what sort of ‘partners’ could we utilise?

QTS – Can you give some examples of potential partners in a problem-solving approach to community issues?

Here is an illustration of the types of partnerships we can engage with for our problem orientated approach – this is not a definitive list – there are more partnerships out there.

However, partnership working should not be taken for granted. Now, more than ever, you need to identify skills and pool resources (they are facing cuts just the same as we are). You should aim to have a shared vision and have less silo working. We should recognise our partners’ strengths and weaknesses. We need to have the skills to do it properly.

Partnership working is not always easy. It is important to understand the remits of other agencies – not all are concerned about crime and disorder. The Health Service,

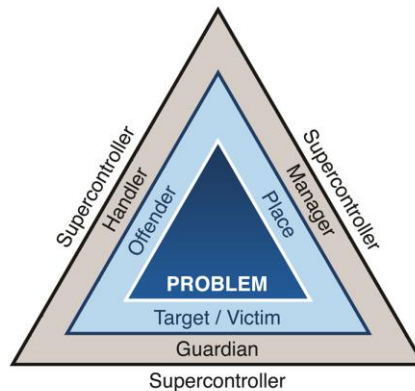
for example, only care about peoples' health, so compromises will often have to be sought.

You should aim to have some shared visions about what you want to achieve, and recognise that not everyone is good at everything . . . Including us!

Working in partnership effectively is a skill. It is about good communication and negotiation.

DON'T FORGET THE PUBLIC ARE OUR PARTNERS TOO!

Back to RAT / PAT



This version combines the PAT and RAT theories. It also adds another layer to the triangle – Super Controllers. This is the version of the triangle that will be included on our POP plans.

The problem analysis triangle should not be solely relied upon.

It provides a way of thinking about recurring problems of crime and disorder.

Understanding the weakness in the problem analysis triangle in the context of a particular problem will point the way to new involvements.

Handler/offender – this is someone who knows the offender well and who is in a position to exert some control over his or her actions. Handlers include parents, siblings, teachers, friends and spouses. Probation and parole authorities often augment or substitute for normal handlers.

Guardian/target/victim – this is usually people protecting themselves, their own belongings or those of family members, friends, and co-workers. Guardians also include Police and private security.

Manager/place/location – is the owner or designee who has some responsibility for controlling behaviour in the specific location such as a bus driver or teacher in a school, bar owners in drinking establishments, landlords in rental housing, or flight attendants on commercial airliner

When working with partners, it is useful to consider who has the power (and interest) to make things happen. We are working on the problem on the Problem Analysis Triangle (PAT) and you and your partners will be aiming to provide some handling, management or guardianship around the triangle.

Fostering effective community partnership working helps with problem solving approaches

- Blue Light Partnership working: Fire & Rescue Service, Ambulance, Police, NHS
Various initiatives around the county have been piloted and adopted eg: Royal Berkshire Fire and Rescue Service (RBFRS) has joined its emergency service partners in the Thames Valley for a six month trial which aims to improve access to patients who are experiencing certain medical emergencies. This initiative and the associated trial aims to reduce the delay delivering medical care to patients, minimise the time ambulance crews are delayed at incidents of this nature and reduce overall cost to the public.

- Formal & Informal partnership approaches
Formal partners are working towards the same goal, such as national reduction in knife crime and will share a strategy or plan
Informal partners are working towards the same goal, such as national reduction in knife crime but may not share a strategy or plan

- Partnership building & Networking
Partnerships are intended for joint solving of problems, resource exchange, cooperation, coordination and coalition building. A partnership brings together institutional capabilities and human resources in the form of skills, experiences and ideas to tackle common problems that are often beyond the capacity of a single organisation.

- Police Volunteers
Special Constabulary, Police Support Volunteers, Neighbourhood Watch, Crime stoppers, Street Pastors, Victim Support, Independent Custody Visitors, etc

However, responses may need resources (either money or people) that will involve decisions being made by people who have authority. These we call **Super**

Controllers. It is always worth considering “who has the power to make something happen?” In the police it could be an Inspector; in the local authority it could be a senior manager; a family member of a problem teenager, or a person with drug or alcohol dependency can also be a Super Controller – you need these people on your side. These people can have a positive impact on decisions made about responses, but if they are not in agreement then the impact can be negative and things may not get done.

QTS – Why do you think that it is important that you assess any responses you may have implemented?

Measuring Effectiveness



Assessment: What's different?

1. Did the problem decline?

If so, did the response *cause* the decline?



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

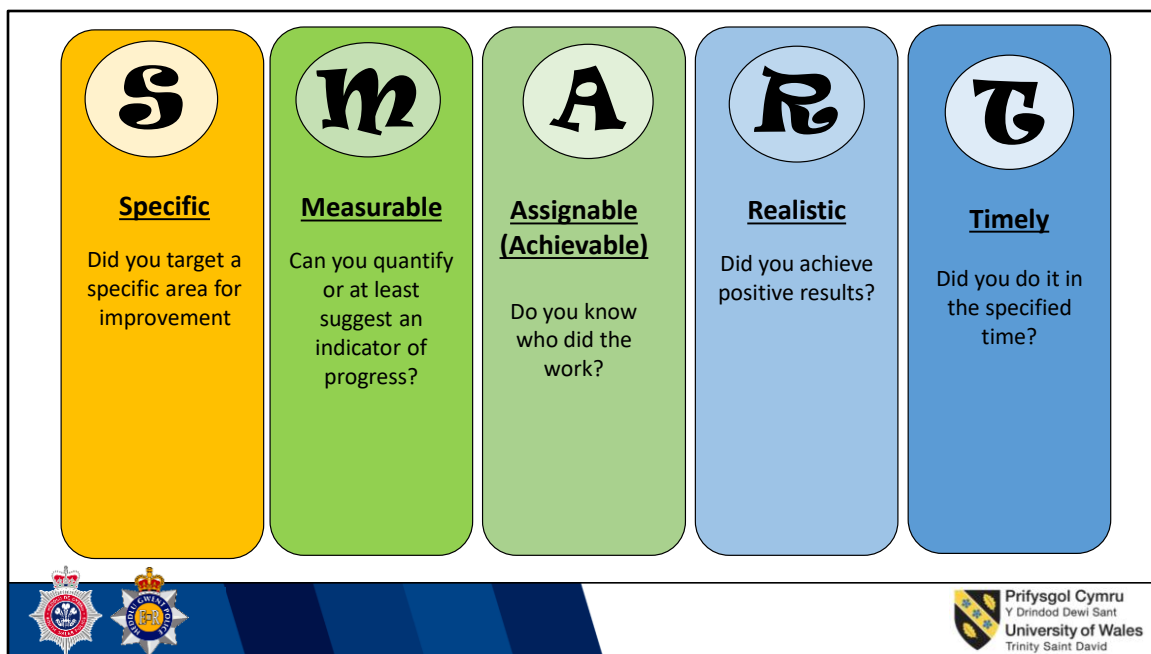
QTS- How can we ensure that any assessment we do is effective?

The purpose of assessing a problem-solving effort is to help you make better decisions by answering two specific questions:

First, did the problem decline? Answering this question helps you decide whether to end the problem-solving effort and focus resources on other problems.

Secondly, if the problem *did* decline, did the response *cause* the decline? Answering this question helps you decide whether to apply the response to similar problems

(Source: Eck, John (2002) Assessing Responses to Problems: An Introductory Guide for Police Problem-Solvers. Problem-Oriented Guides for Police, Problem-Solving Tools Guide No. 1. Washington, DC. Office of Community Oriented Policing Services, U.S. Department of Justice.)



And finally – did you achieve your SMART objectives?

