

QCA-RSSCSE

Data Handling and Statistics Project

How safe is your area?

Notes for PowerPoint Presentation

Objectives

Children should learn:

- to relate individual statistical techniques to a wider problem;
- to think analytically about a statistical problem;
- to apply a variety of techniques to solve a problem.

Slide 1



The PowerPoint presentation contains 48 slides. A number of these are either optional or used for transitions between the different sections - parts of the Problem Solving Approach (Plan, Collect, Process and Discuss).

Included in this number are 9 slides which relate to specific regions of the UK; these are normally 'hidden' and can be accessed by an option button during the presentation. The notes for these particular slides can be found in appendix 1.

The PowerPoint slides require Microsoft PowerPoint version 2002 and above. If you have an earlier version, you can download software to view (but not edit) our files. The viewer can be obtained for free from www.microsoft.com/powerpoint/ and then search with the key word "viewer".

How safe is your area?

Objectives

Children should learn:

- the context of the problem;
- to ask questions about presented information;
- to hypothesise.

Slide 2

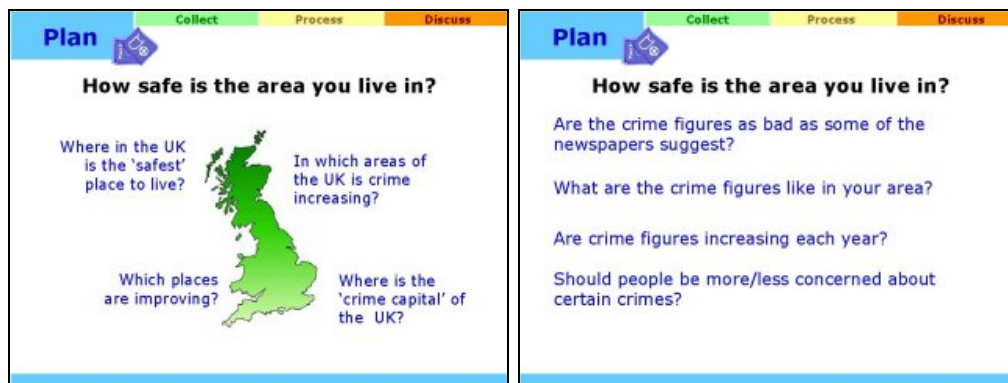


Begin with a quick discussion of the media and reporting of crime – some example questions could be:

- What was the most recent crime that made the headlines?
- What kinds of crimes tend to make the headlines?
- Why do they make headlines?

For example gun crime and large-scale robberies often prove to be a big media events.

Slide 3



Many of the questions revealed on this slide do not have to undergo a lot of class discussion but they could be useful for getting some ideas going.

Each year the Government collects information on the number of crimes that have taken place over the previous 12 months. The recorded crime data is provided by the 43 police forces throughout England & Wales. This data is then published on the CrimeStatistics.org.uk website in July and used by the media to report crime statistics.

Over the same period, the British Crime Survey measures the amount of crime in England and Wales by asking people aged over 16 about crimes they have experienced in the last year. The BCS includes crimes which are not reported to the police, so it is an important alternative to police records.

How safe is your area?

Objectives

Children should learn the context of the problem.

Slide 4

Plan Collect Process Discuss

How safe is the area you live in?

Each year the Government records round **five million** crimes. The numbers are collected by the *Police Force* and by the *British Crime Survey*.

Crimes are usually sorted into eight main groups.

Can you work out which groups these are?

There is a ninth group containing 'other crimes'.

B
Cr da
D
Fr & Fo
Ro
S offences
Th
Vi

Plan Collect Process Discuss

How safe is the area you live in?

Each year the Government records round **five million** crimes. The numbers are collected by the *Police Force* and by the *British Crime Survey*.

Crimes are usually sorted into eight main groups.

Can you work out which groups these are?

There is a ninth group containing 'other crimes'.

Burglary
Criminal damage
Drug offences
Fraud & Forgery
Robbery
Sexual offences
Theft
Violence

Ask pupils individually/in pairs/groups to brainstorm the names of the eight crime categories.

Which of the crime categories would shoplifting go?

Where would manslaughter go?

A full list of definitions of crimes can be found at www.CrimeStatistics.org.uk but some useful ones are given below:

Burglary where an offender enters a dwelling as a trespasser to steal, rape or commit grievous bodily harm.

Robbery the actual or threatened use of force during or immediately before the theft of personal property.

Violence a crime against the person which includes *Murder & Manslaughter* (unintentional killing), wounding and harassment.

Slide 5

Plan Collect Process Discuss

How safe is the area you live in?

When crime statistics are reported, newspapers and other media concentrate on *particular* crimes:

These are called the **Six Key Crimes**.

- Burglary
- Robbery
- Sexual offences
- Theft from a vehicle
- Theft of a vehicle
- Violence

It is possible to get data for individual crimes, however, data is more easily available on the six key crimes (particularly over the last few years).

For this reason the resources for this project tend to concentrate on Burglary, Robbery, Sexual offences, Theft of a vehicle, Theft from a vehicle and Violence.

Why do pupils think that these have been chosen by the government as "key crimes"?

The term 'key crimes' might suggest that the number of such crimes are either large or increasing. This is useful point as it could form the basis of an investigation – predicting if these are the most common.

How safe is your area?

Objectives

Children should learn that problems can often be solved in a variety of ways.

Slide 6

Plan Collect Process Discuss

How safe is the area you live in?

The question 'how safe is your area' can be looked at in two ways- by finding out the actual crime figures and by looking at how worried people are about crime.

Which approach will you use?

Local crime figures

People's perceptions of crime

Select Select

POLICE POLICE

The class could answer "how safe is your area" by investigating the perception of crime. This will require them to conduct their own survey (**primary** data); their chance to act as British Crime Survey workers.

Or they could study actual crime figures (**secondary** data) from the government websites to answer the same question (with less processing of data in the initial run).

Once the appropriate choice has been made the PowerPoint presentation branches off down one of two different routes. At the end of the first cycle the PowerPoint presentation offers the second alternative route as an extension activity. If neither button is selected, the PowerPoint presentation will, by default, follow the secondary data route.

If you want to start with the Perception of crime – please turn to page 13 of these notes.

How safe is your area? Using actual crime data

Objectives

Children should learn:

- that collecting and processing data needs to be carried out in a fair and effective way;
- to ask questions about presented information.

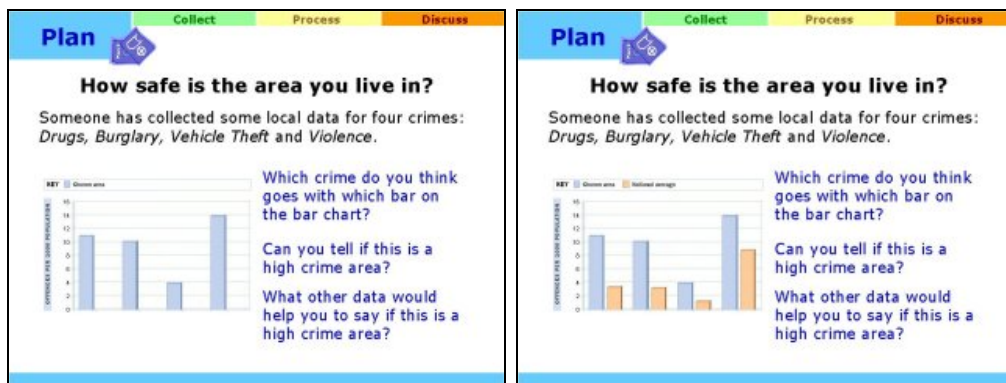
Slide 7



Data from the Crime Statistics website is usually adjusted to take into account population size. The standard is to quote figures for crimes **per 1000 people**.

North and South Yorkshire have been chosen as useful examples to show this since South Yorkshire covers 1,500 km² whereas North Yorkshire covers over 8,000 km². However South Yorkshire has about 2.5x more burglaries! The difference lies in the size of the populations.

Slide 8



This slide gives an example of data collected from the CrimeStatistics website. It is shown here to get pupils to consider that both local and wider/national data will be useful.

It can also be used to reinforce the idea of comparing crimes based on 1000 people.

The actual crimes (from left to right) are Violence, Burglary, Drugs and Vehicle Theft but pupils could discuss which they think is which for their own area.

If is not possible to say if this is a high crime area! We would need to compare this with data from surrounding areas or the National Average– it is important that this idea is introduced here before collecting any local data.

How safe is your area?

Objectives

Children should learn:

- to specify a problem to investigate;
- to hypothesise regarding the result of an investigation.

Slide 9

Some possible questions

How many crimes occur where you live?

What are the most occurring crimes where you live?

Crime Statistics for your Local Area

Click here if you want to see the areas the UK is broken into

Is where you live a high or low crime area?

Crime Statistics for other areas

What information do we need to be able to answer these questions?

Pupils could make some predictions for each of the questions shown here.

It is important that pupils understand that 'local' area in terms of crime statistics can be larger than they might think.

Individual police stations can supply crime statistics for a truly local figure but this can take time to collect (and sometimes a fair amount of persuasion).

To help collect data for local and surrounding areas quickly, the QCA-RSSCSE project team is providing figures for England and Wales. These have been divided into regions (e.g. North West), subdivided into main Police Forces (e.g. Merseyside) and then into smaller groups (e.g. Wirral) called "Crime & Disorder Reduction Partnerships" or **CDRPs** (see appendix 1).

How safe is your area? **Plan** **Collect** **Process** **Discuss**

North West

Crime Statistics

2004-05

	Population	Violence	Sexual	Robbery	Burglary	Theft of a vehicle	Theft from a vehicle
Cheshire	999,320	15,918	927	129	4,295	3,799	8,011
Chester	119,090	2,831	115	83	517	385	1,016
Congleton	91,460	856	23	9	298	127	408
Crewe	112,730	1,882	101	48	455	257	768
Ellesmere Port & Neston	88,990	1,286	77	44	355	564	658
Halton	118,430	2,771	162	72	484	826	1,249
Macclesfield	158,340	1,806	81	101	728	350	1,179
Vale Royal	124,080	1,852	106	39	400	281	1,047
Warrington	193,200	3,254	252	137	899	789	1,626
England and Wales	52,792,890	1,014,352	86,895	88,704	321,498	241,815	496,513

Source: www.statistics.gov.uk
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The data sheets from the QCA-RSSCSE website contain raw crime figures with population sizes so that crimes per 1000 can be calculated. It also contains regional and national totals to enable local data to be compared with data collected from a wider area.

How safe is your area?

Objectives

Children should learn:

- to think about when it might be appropriate to use a secondary as opposed to primary data;
- to consider how secondary data has already been processed and presented.

Slide 10

Slide 10 is titled "Where can we get suitable data...". It features a header with "Plan" and "Collect" icons, and "Process" and "Discuss" labels. The main text lists "Newspapers (Local & National)", "Local Police", and "CrimeStatistics.org.uk". An arrow points from "CrimeStatistics.org.uk" to a screenshot of a website interface. Below the screenshot, it says "Sheets are available from your teacher for each region/local area covering 2004/05." and shows a small table of data.

Both Plan and Data are emphasised at the top of the slide – this part of the investigation involves planning which data to collect.

Suitable data sources are shown on this slide for the main issue being investigated during this route – actual crime figures. The CrimeStatistics website is fairly easy to use but to save time the RSSCSE has collated data for each region. This has been used to produce PDF datasheets for the most recent survey (2004/05) and for the last five surveys (2000/05); however these sheets concentrate the six key crimes mentioned in the introduction.

If you want data for other crimes you will need to use the CrimeStatistics website – see below:

Slide 11

Slide 11 is titled "Where can we get suitable data...". It features a header with "Plan" and "Collect" icons, and "Process" and "Discuss" labels. The main text says "The Government's database of crimes can be found at www.CrimeStatistics.org.uk". Below this is a screenshot of the CrimeStatistics website interface with arrows pointing to the search bar and the "ALL CRIME" button. A note says "Select different crime types". To the right of the screenshot is a bar chart showing "Violence against the person for West Yorkshire Apr 2003 - Mar 2004". The chart shows four bars representing four-month periods. To the right of the chart is a table with the following data:

Month	Total number of offences	Offences per 1000 population	Offences per 1000 population
Apr-Jun 2003	12775	6.1	6.4
Jul-Sep 2003	14274	6.9	6.9
Oct-Dec 2003	12807	6.1	6.5
Jan-Mar 2004	8182	3.9	6.5

Note: Data for one year is broken down into groups of three months.

If pupils have access to the internet – they can find out the most recent crime statistics for their area by postcode. This website allows them to look at more than just the six key crimes.

Be warned that the data is broken down into four-month groups rather than a total for the year and has already undergone processing to give crimes per 1000.

The division of data into four could lead into discussion about seasonal changes in crime or even why there could be political reasons for presenting the data in this way - a *good 'trick' for making the figures look smaller by not combining them into an annual total!*

How safe is your area?

Objectives

Children should learn:

- to plan what data they will need to address their question;
- to think about where they can get relevant data from;
- that sometimes it is sensible to collect additional information that may help later;
- how their current task fits within the whole 'problem solving approach' .

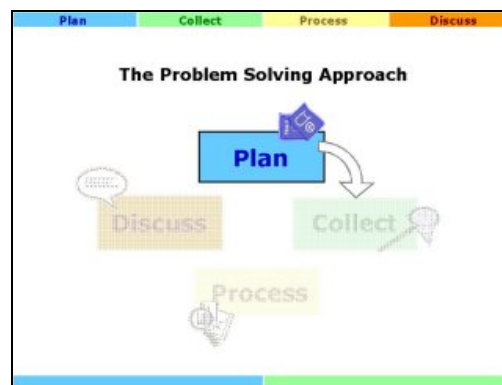
Slide 12

Slide 12 features a header with four colored tabs: Plan (blue), Collect (green), Process (yellow), and Discuss (orange). The main title is "What data shall we collect?". Below the title is a table with four columns and two rows. Four green arrows point down into the top row of the table. Below the table are three questions:

Which (key) crimes will you investigate?
What is your 'local area'?
What data will you collect for your local area?
Which other areas will you collect crime data for?

It is highly recommended that they collect population data as well as actual crime figures.

Slide 13



This is the first screen, from a series of similar screens, showing which stage in the Problem Solving Approach we have reached having specified our key questions:

- How many crimes occur where you live?
- What are the most occurring crimes where you live?
- Is where you live a high or low crime area?

Slide 14

Slide 14 features a header with four colored tabs: Plan (blue), Collect (green), Process (yellow), and Discuss (orange). The main title is "Time to get some data!". Below the title is a magnifying glass icon. Scattered around the magnifying glass are several numbers and text: "5", "6", "100", "1,244", "12", "Not sure", "7,6", and "Yes".

Now it is time to collect some data – a suitable break point.

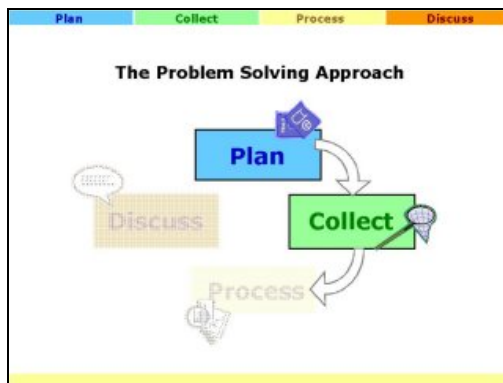
How safe is your area?

Objectives

Children should learn:

- to think about variables and the best way to process them;
- how their current task fits within the whole 'problem solving approach'.

Slide 25



This is the second screen, from a series of similar screens, showing which stage in the Problem Solving Approach we have reached.

Slides 26

Using Crime Statistics

Here is some data collected on four crimes for parts of the East Midlands and the whole country.

2004-05	Population	Violence	Vehicle theft (of)	Robbery	Burglary
Bolsover	73,230	1,247	302	18	403
Chesterfield	99,500	2,111	231	65	586
All of England	52,793,890	1,034,252	241,815	88,704	321,458

Lets make these easier to compare by calculating the number of crimes per thousand people.

The appropriateness of this slide will depend on whether or not the pupils have been provided with unprocessed data (RSSCSE) or obtained processed data (CrimeStatistics.org.uk).

These are actual figures from the East Midlands set (2004-05) and can be edited to replace these with your own choice (however this will mean repeating the edit with the next few pages!).

Slide 27

Using Crime Statistics

Crimes per thousand = $\frac{\text{Number of crimes}}{\text{Population}} \times 1000$

2004-05	Population	Violence	Vehicle theft (of)	Robbery	Burglary
Bolsover	73,230	1,247	302	18	403
Chesterfield	99,500	2,111	231	65	586
All of England	52,793,890	1,034,252	241,815	88,704	321,458

Crimes per thousand = $1247 \div 73230 \times 1000$
= 17.0 (for Violence)

This slide shows raw data processed into the number of crimes per thousand population. You could ask pupils to calculate other combinations before moving on.

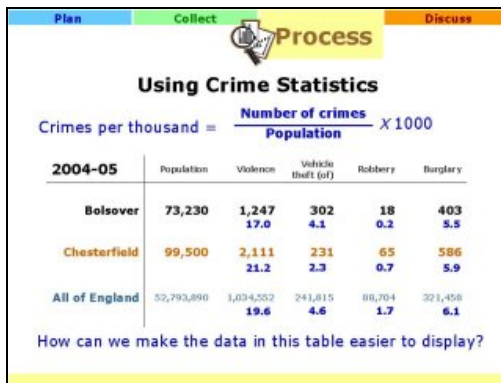
How safe is your area?

Objectives

Children should learn:

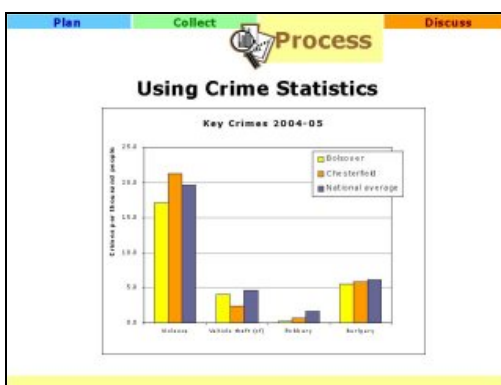
- Appropriate methods for displaying their data;
- how their current task fits within the whole 'problem solving approach'.

Slide 28



This slide continues from the previous slide calculating crimes per thousand people. Pupils are asked how to make this clearer (i.e. type of chart to use). An example is given on the next slide.

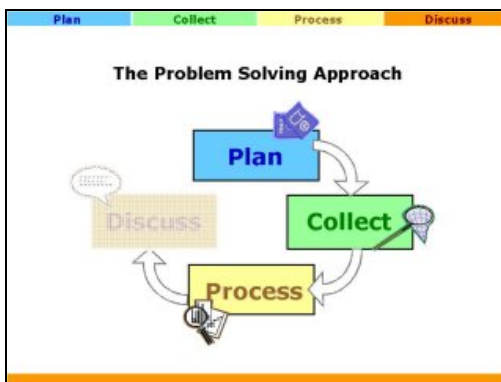
Slide 29



There is the chance here to start asking what the bar-chart shows. How does the local area (Bolsover) compare with its neighbour and the national average.

Having processed and displayed our data we now ready to move on a stage and describe what we have found...

Slide 30



This is the third screen, from a series of similar screens, showing which stage in the Problem Solving Approach we have reached.

How safe is your area?

Objectives

Children should learn:

- to relate their investigations back to the original problem;
- that investigating a problem often leads to new questions being asked.

Slide 31

Slide 31 is a presentation slide with a header bar containing 'Plan', 'Collect', 'Process', and 'Discuss' (with a speech bubble icon). The main title is 'How safe is the area you live in?'. Below the title are four questions:

- Which crimes did you investigate for your local area?
- How often do these particular crimes occur?
- How do these figures compare with the regional and/or national average?
- Do you live in a high or low crime area?

When judging whether or not they live in a high or low crime area, how appropriate are the crimes they have used?

- How many of the six key crimes did they collect data on?
- Or did they collect data on crimes that were interesting to them?
- Would the picture be different if a different set of crimes were used?
- Which crimes are best for judging an area?

Slide 32

Slide 32 is a presentation slide with a header bar containing 'Plan', 'Collect', 'Process', and 'Discuss' (with a speech bubble icon). The main title is 'How safe is the area you live in?'. Below the title is a paragraph: 'By answering these main questions, you might have noticed or thought of other questions you could ask about crime.' This is followed by another paragraph: 'Here are some examples of additional questions that people sometimes come up with:'. Below this are two questions:

- Which crimes are people most worried about?
- Where is the 'worst' area in the UK for crime? (Which crime(s) should we use to determine 'worst'?)

This slide suggests some additional areas that could be investigated in a second pass of the Problem Solving cycle.

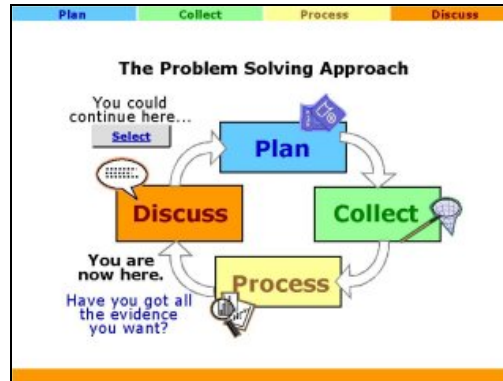
How safe is your area?

Objectives

Children should learn:

- how their current task fits within the whole 'problem solving approach';
- to review their prior work.

Slide 33



This is the final screen, from a series of similar screens, showing which stage in the Problem Solving Approach we have reached.

Having discussed our findings we could now start the whole cycle again.

Possible extensions could be

- to see if the perception of crime matches actual crime figures
- to see how age or gender influences the perception of crime;
- to see if crime rates are increasing or decreasing;

The button allows you to start a second data handling cycle – which looks at the perception of crime in the next section of the presentation.

How safe is your area?

Pupil Perception of Crime

Objectives

Children should learn:

- to specify a problem to investigate;
- to hypothesise regarding the result of an investigation.

Slide 34

Plan Collect Process Discuss

Some possible questions

Which crimes are people most worried about where you live?

Does a person's feelings (perception) about crime have anything to do with their age or gender?

What type of information will help us answer these questions?

Questionnaire/Survey

These suggested questions can be replaced with your own but may require you to find your own additional data!

Without the British Crime Survey the government would have little or no information on unreported crimes. The BCS also look at peoples' attitudes to crime, how much they fear crime and what measures they take to avoid it.

This is also an important part of this project – looking at their perceptions of crime with their own survey (primary data); their chance to act as British Crime Survey workers.

Once they have collected information on *perceived* crime, they could compare their survey results with actual crime figures, secondary data, from the BCS/Crime Statistics website.

How safe is your area?

Objectives

Children should learn:

- the difference between primary and secondary data;
- to think about when it might be appropriate to use a secondary as opposed to primary data.

Slide 35

The slide is titled 'Where can we get suitable data... on how worried people are about crimes?'. It features a navigation bar at the top with 'Plan' (blue), 'Collect' (green), 'Process' (yellow), and 'Discuss' (orange). Below the title, it asks 'Where can we get suitable data... on how worried people are about crimes?'. It then lists 'A survey which we design', 'British Crime Survey', and 'CensusAtSchool.ntu.ac.uk'. A question mark icon is next to 'A survey which we design'. An arrow points from 'CensusAtSchool.ntu.ac.uk' to a box that says 'Which already has real data from a survey of school pupils.' There is also a small image of a survey form.

Both Plan and Data are emphasised at the top of the slide – this part of the investigation involves planning which data to collect.

We have shown some suitable data sources on this slide for one of main issues being investigated – opinions on fear of crime.

Consider carefully the possible questions pupils could ask during a crime survey; *in our online survey we have avoided asking if they have actually been a victim of crime.*

CensusAtSchool Project

In case pupils carrying out their own survey proves to be too problematic or time-consuming, we have obtained data from the CensusAtSchool project which could be used instead.

The screenshot shows a table titled 'East of England' with columns for 'Age', 'Gender', and five questions: 'How worried are you about...', 'Property stolen', 'Being attacked', 'Being mugged', and 'Being insulted'. The table contains data for various age groups (12-16) and genders (M, F). The responses are categorized as 'Very', 'Fairly', 'Not very', and 'Not at all'.

The most recent CensusAtSchool Survey, Phase 5, contained four questions on pupils perception of crime.

Pupils were asked "how worried are you about..."

- having **property stolen**
- being **mugged**
- being **attacked**
- being **insulted**

The range of responses was limited to

- Very**
- Fairly**
- Not very**
- Not at all**

The RSSCSE/QCA website has collected random samples of data from this survey from each region of the UK. Each sample contains anonymous answers for 12-16 yr olds.

PDF versions of this data can be downloaded from the right hand side of the How Safe Is Your Area webpage using the drop-down menus.

How safe is your area?

Objectives

Children should learn:

- to plan what data they will need to address their question;
- to think about where they can get relevant data from;
- to consider sample size and data collection methods;
- that sometimes it is sensible to collect additional information that may help later.

Slide 36

Plan Collect Process Discuss

Questionnaire on crime

Which (key) crimes will you ask about?

So that people can rate some crimes as being more worrying than others, what scale will you use?

As well as each person's opinions, what other information about them will you collect?

With the information available to you, you can choose for pupils to collect their own (primary) data from a questionnaire or alternatively use a handout of (secondary) data from the CensusAtSchool survey.

Collecting age and gender will allow additional research to see if, for example, boys and girls worry in different ways.

Pupil Questionnaire

A 4-page Word document with 10 questionnaires per page is available to download for your class from the RSSCSE webpage.

How safe is your area?

No	Age	Gender	Ethnicity	Religion	Worship	Frequency
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
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40						

One method is to cut up the questionnaires (numbered 1 to 40) and hand these out randomly.

Once pupils have entered their responses and handed them back anonymously, the summary sheet could be handed out to collate the questionnaires. Results could either be called out by you in a bingo style for pupils to enter on the summary sheet or shared in small handfuls per table and passed at regular intervals on to neighbouring tables.

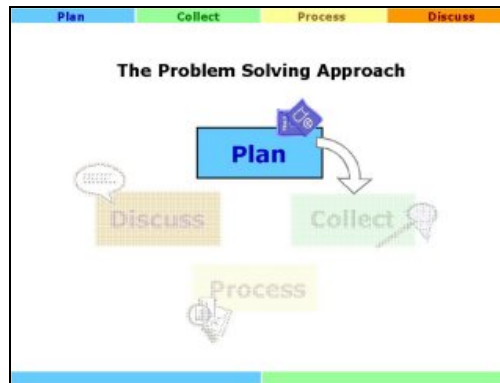
How safe is your area?

Objectives

Children should learn:

- how their current task fits within the whole 'problem solving approach';
- to collect and systematically record data suitable to solve the problem set.

Slide 37

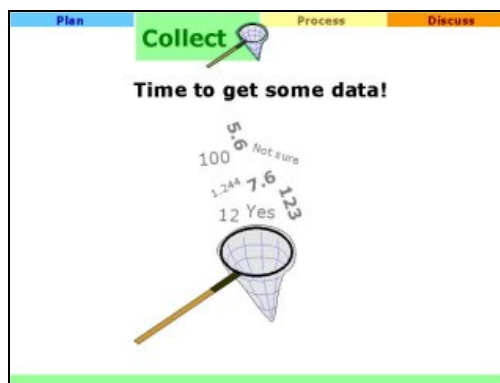


This is the first screen, from a series of similar screens, showing which stage in the Problem Solving Approach we have reached having specified our key questions:

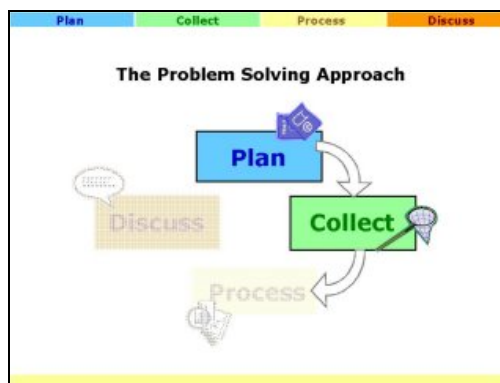
Which crimes are people worried about in your area?

Now it is time to collect some data...

Slide 38



Slide 39



This is the second screen, from a series of similar screens, showing which stage in the Problem Solving Approach we have reached.

How safe is your area?

Objectives

Children should learn:

- to think about variables and the best way to process and present them;
- how their current task fits within the whole 'problem solving approach'.

Slide 40

Using Crime Statistics

Once we have collected our data, how can we use it to solve each *problem*?

Which crimes are people worried about where you live?

Being mugged

Very worried	
Fairly worried	
Not very worried	
Not at all	

What would be a helpful way of displaying these results?

The survey will yield categorical data suitable for plotting bar charts or pie-charts. However there is an opportunity to discuss and describe the data through measures of location.

The example given on this slide has a clear-cut case of a modal category, "fairly worried" with 9 out of 20 pupils expressing this opinion.

There is also an opportunity to show how the same data can be interpreted in slightly different ways.

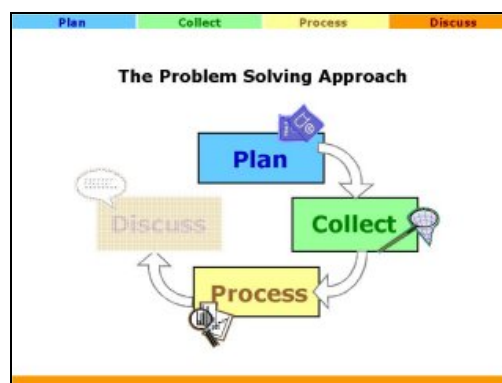
For example, the same data shows

Only 1/6th of people were very worried about being mugged (very = 15%)

Or

More than half the people surveyed were worried about being mugged (very+fairly=60%).

Slide 41



This is the third screen, from a series of similar screens, showing which stage in the Problem Solving Approach we have reached.

Having processed our data we now need to describe what we have found.

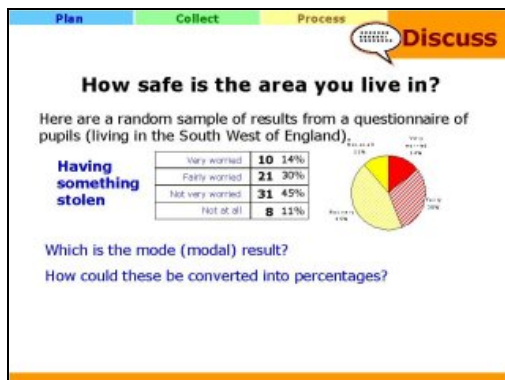
How safe is your area?

Objectives

Children should learn:

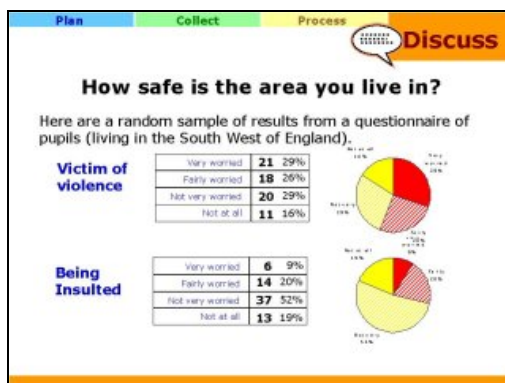
- to relate processed information to the context;
- to structure the discussion of their results.

Slide 42



The results from an actual pupil survey are shown on the following slides. Pupils are then asked to identify the modal group and how to convert the tally chart into percentages.

Slide 43



Continuing on from the last slide, data is revealed for "Violence" and "Insulted".

Again pupils can be asked to identify the modal group or in which of the four categories would they find the median (if the categories are ranked "Not at all", "Not very worried", "Fairly worried" and "Quite worried".)

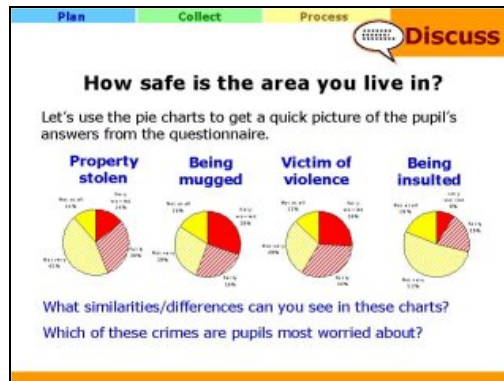
How safe is your area?

Objectives

Children should learn:

- to relate processed information to the context;
- to structure the discussion of their results.

Slide 44



The results from an actual pupil survey are shown here.
Pupils are asked to compare and contrast the four results.

Slide 45



The middle two pie charts (each based only on 70 pupils) have shown a similar distribution of results amongst the four questions.

Could there be a reason for these two getting similar results?

Since both involve being threatened and/or physical harm that they have similar results.

However with such a small sample it could be (by chance or design) that all of the pupils were particularly young or that they lived in an area where this crime is common. This point could be used to direct a second visit of the data handling cycle – collecting data from a range of school years to see if perceptions change with age.

How safe is your area

Objectives

Children should learn:

- to relate their investigations back to the original problem;
- that investigating a problem often leads to new questions being asked;
- how their current task fits within the whole 'problem solving approach'.

Slide 46

Plan Collect Process **Discuss**

How safe is the area you live in?

Which types of crimes did you investigate?

What can you say about peoples' perceptions for each type of crime?

Are there any patterns you have noticed about the opinions people have given?

You now have an idea of how worried people are about particular crimes. But how common are these crimes in your area? Should people in your area really be worried about these crimes?

This slide returns to the original problems set at the start of this route through the investigation. Possible extensions are shown at the bottom of the slide.

Slide 47

Plan Collect Process **Discuss**

How safe is the area you live in?

If you do want to compare the questionnaire results with real crime data for your area then you need to collect some suitable data.

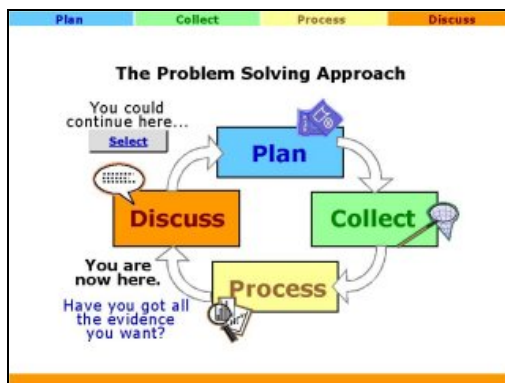
How Safe Is Your Area?
Crime Statistics South West

Area & Subtotal	Population	Violence	Sexual	Robbery	burglary	Total of 4 crimes	Per 1,000 pop
2004-05	1,100,000	10,000	5,000	2,000	3,000	20,000	18.2
North Devon	110,000	1,000	500	200	300	2,000	18.2
North Somerset	250,000	2,500	1,250	500	750	5,000	20.0
North Tamar	100,000	1,000	500	200	300	2,000	20.0
North West Devon	150,000	1,500	750	300	450	3,000	20.0
North West Somerset	150,000	1,500	750	300	450	3,000	20.0
North West Tamar	100,000	1,000	500	200	300	2,000	20.0
North West Tamar	100,000	1,000	500	200	300	2,000	20.0
North West Tamar	100,000	1,000	500	200	300	2,000	20.0
North West Tamar	100,000	1,000	500	200	300	2,000	20.0

You will need to start a new data handling cycle...

If the perception of crime has been the initial investigation, additional on actual data on crime figures could be collected to see if perception and reality match. This slide shows a print out from the datasheets (for the South West region) obtained from the RSSCSE website.

Slide 48



This is the final screen, from a series of similar screens, showing which stage in the Problem Solving Approach we have reached. The button at the top of the screen restarts the presentation at the planning stage for investigating actual crime figures.

How safe is your area?

Appendix 1 : Crime & Disorder Reduction Partnerships

Slide 15 (Hidden)

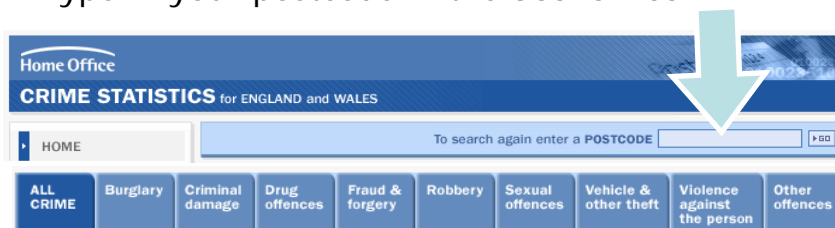


Crime statistics are available for various areas. These start with regions (e.g. North West), subdivided into main Police Forces (e.g. Merseyside) and then into smaller groups (e.g. Wirrall) called **CDRPs**.

CDRPs are Crime and Disorder Reduction Partnerships and involve the police, local authorities and primary care trusts (in England).

A list of CDRPs are given on the next few pages grouped by region. Alternatively, go to www.CrimeStatistics.org.uk

Type in your postcode in the **search bar**.



Your nearest CDRP will then appear on left hand side with a list of the other CDRPs in the same Police Force.

Slide 16 (Hidden)
North East
Yorkshire and the Humber



Slide 17 (Hidden)
East Midlands



Cleveland

- Hartlepool
- Langbaurgh
- Middlesborough
- Stockton

Durham

- Chester-le-street
- Darlington
- Derwentside
- Durham
- Easington
- Sedgefield
- Teesdale
- Wear Valley

Northumbria

- Alnwick
- Berwick
- Blyth Valley
- Castle Morpeth
- Gateshead
- Newcastle upon Tyne
- North Tyneside
- South Tyneside
- Sunderland
- Tynedale
- Wansbeck

Humberside

- East Riding
- Kingston upon Hull
- North East Lincolnshire
- North Lincolnshire

North Yorkshire

- Craven
- Hambleton
- Harrogate
- Richmondshire
- Ryedale
- Scarborough
- Selby
- York

South Yorkshire

- Barnsley
- Doncaster
- Rotherham
- Sheffield

West Yorkshire

- Bradford
- Calderdale
- Kirklees
- Leeds
- Wakefield

Derbyshire

- Amber Valley
- Bolsover
- Chesterfield
- Derby
- Derbyshire Dales
- Erewash
- High Peak
- North East Derbyshire
- South Derbyshire

Leicestershire

- Blaby
- Charnwood
- Harborough
- Hinckley and Bosworth
- Leicester
- Melton
- North West

Leicestershire

- Oadby & Wigston
- Rutland

Lincolnshire

- Boston
- East Lindsey
- Lincoln
- North Kesteven
- South Holland
- South Kesteven
- West Lindsey

Northamptonshire

- Corby
- Daventry
- East Northamptonshire
- Kettering
- Northampton
- South Northamptonshire
- Wellingborough

Nottinghamshire

- Ashfield
- Bassetlaw
- Broxtowe
- Gedling
- Mansfield
- Newark & Sherwood
- Nottingham
- Rushcliffe

Slide 18 (Hidden)
East of England



Bedfordshire

- Bedford
- Luton
- Mid Bedfordshire
- South Bedfordshire

Cambridgeshire

- Cambridge
- East Cambridgeshire
- Fenland
- Huntingdonshire
- Peterborough UA
- South Cambridgeshire

Essex

- Basildon
- Braintree
- Brentwood
- Castle Point
- Chelmsford
- Colchester
- Epping Forest
- Harlow
- Maldon
- Rochford
- Southend
- Tendring
- Thurrock
- Uttlesford

Hertfordshire

- Broxbourne
- Dacorum
- East Hertfordshire
- Hertsmere
- North Hertfordshire
- St Albans
- Stevenage
- Three Rivers
- Watford
- Welwyn / Hatfield

Norfolk

- Breckland
- Broadland
- Great Yarmouth
- Kings Lynn & West

Norfolk

- North Norfolk
- Norwich
- South Norfolk

Suffolk

- Babergh
- Forest Heath
- Ipswich
- Mid Suffolk
- St. Edmundsbury
- Suffolk Coastal
- Waveney

Slide 19 (Hidden)
South East



Hampshire

- Basingstoke & Deane
- East Hampshire
- Eastleigh
- Fareham
- Gosport
- Hart
- Havant
- Isle of Wight
- New Forest
- Portsmouth
- Rushmoor
- Southampton
- Test Valley
- Winchester

Kent

- Ashford
- Canterbury
- Dartford
- Dover
- Gravesham
- Maidstone
- Medway
- Sevenoaks
- Shepway
- Swale
- Thanet
- Tonbridge & Malling
- Tunbridge Wells

Surrey

- Elmbridge
- Epsom & Ewell
- Guildford
- Mole Valley
- Reigate and Banstead
- Runnymede
- Spelthorne
- Surrey Heath
- Tandridge
- Waverley
- Woking

Sussex

- Adur
- Arun
- Brighton & Hove
- Chichester
- Crawley
- Eastbourne
- Hastings
- Horsham
- Lewes
- Mid Sussex
- Rother
- Wealden
- Worthing

Thames Valley

- Aylesbury Vale
- Bracknell Forest
- Cherwell
- Chiltern
- Milton Keynes
- Oxford
- Reading
- Slough
- South Bucks
- South Oxfordshire
- Vale of White Horse
- West Berkshire
- West Oxfordshire
- Windsor & Maidenhead
- Wokingham
- Wycombe

Slide 20 (Hidden)
South West



Avon & Somerset

Bath and NE Smrst
City of Bristol UA
Mendip
North Somerset
Sedgemoor
South Gloucester
South Somerset
Taunton Deane
West Somerset

Dorset

Bournemouth
Christchurch
East Dorset
North Dorset
Poole
Purbeck
West Dorset
Weymouth & Portland

Gloucestershire

Cheltenham
Cotswold
Forest of Dean
Gloucester
Stroud
Tewkesbury

Wiltshire

Kennet
North Wiltshire
Salisbury
Swindon
West Wiltshire

Devon & Cornwall

Caradon
Carrick
East Devon
Exeter
Isles of Scilly
Kerrier
Mid Devon
North Cornwall
North Devon
Penwith
Plymouth
Restormel
South Hams
Teignbridge
Torbay
Torridge
West Devon

Slide 21 (Hidden)
Wales



Dyfed-Powys

Carmarthenshire
Ceredigion
Pembrokeshire
Powys

Gwent

Blaenau Gwent
Caerphilly
Monmouthshire
Newport
Torfaen

North Wales

Conwy
Denbighshire
Flintshire
Gwynedd
Isle of Anglesey
Wrexham

South Wales

Bridgend
Cardiff
Merthyr Tydfil
Neath & Port Talbot
Rhondda Cynon Taff
Swansea
Vale of Glamorgan

Slide 22 (Hidden)

West Midlands



Staffordshire

Cannock Chase
East Staffordshire
Lichfield
Newcastle-u-Lyme
South Staffordshire
Stafford
Staffordshire

Moorlands

Stoke on Trent
Tamworth

Warwickshire

North Warwickshire
Nuneaton & Bedworth
Rugby
Stratford-upon-Avon
Warwick

West Mercia

Bridgnorth
Bromsgrove
Herefordshire
Malvern Hills
North Shropshire
Oswestry
Redditch
Shrewsbury & Atcham
South Shropshire
Telford & Wrekin
Worcester
Wychavon
Wyre Forest

West Midlands

Birmingham
Coventry
Dudley
Sandwell
Solihull
Walsall
Wolverhampton

Slide 23 (Hidden)

North West



Cheshire

Chester
Congleton
Crewe
Ellesmere Pt & Neston
Halton
Macclesfield
Vale Royal
Warrington

Cumbria

Allerdale
Barrow-in-Furness
Carlisle
Copeland
Eden
South Lakeland

Greater Manchester

Bolton
Bury
Manchester
Oldham
Rochdale
Salford
Stockport
Tameside
Trafford
Wigan

Lancashire

Blackburn with Darwen
Blackpool
Burnley
Chorley
Fylde
Hyndburn
Lancaster
Pendle
Preston
Ribble Valley
Rossendale
South Ribble
West Lancashire
Wyre

Merseyside

Knowsley
Liverpool
Sefton
St. Helens
Wirral

Slide 24 (Hidden)

London



Metropolitan Police

- Barking & Dagenham
- Barnet
- Bexley
- Brent
- Bromley
- Camden
- City of Westminster
- Croydon
- Ealing
- Enfield
- Greenwich
- Hackney
- Hammersmith & Fulham
- Haringey
- Harrow
- Havering
- Hillingdon
- Hounslow
- Islington
- Kensington & Chelsea
- Kingston upon Thames
- Lambeth
- Lewisham
- Merton
- Newham
- Redbridge
- Richmond upon Thames
- Southwark
- Sutton
- Tower Hamlets
- Waltham Forest
- Wandsworth