



A Guide To Developing a Stronger Community Partnership

BASED ON THE MODEL DEVELOPED IN THE HUON VALLEY



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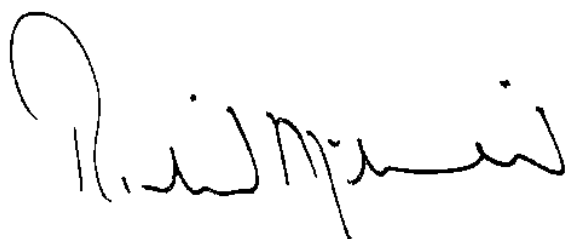
Foreword

It is well recognised that effective responses to local issues relies upon the development of partnerships that bring together people with diverse skills, experiences and resources to respond to the needs and circumstances of their community.

Community partnerships work best when they have clearly stated and shared goals, strategies, outcomes and accountability requirements. This Guide provides a framework for communities to develop a structured approach for working together.

The model documented in the Guide was developed in the Huon Valley municipal area. The Guide builds on the experiences from the Huon Valley, utilising examples of initiatives and successful strategies as well as ideas in relation to developing effective action-oriented working relationships.

I congratulate the Crime Prevention and Community Safety Council for the leadership they have shown in relation to developing this publication. I trust this Guide will form a clear direction for those communities seeking to establish a Stronger Community Partnership and I look forward to hearing about initiatives developed by communities utilising the Guide.

A handwritten signature in black ink, appearing to read 'R. McCreadie', with a large, stylized initial 'R'.

R McCreadie

Commissioner of Police

Chair, Crime Prevention and Community Safety Council

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SECTION ONE INTRODUCTION

Communities face a number of challenges - whether they be social, economic or environmental. A Stronger Community Partnership ('Partnership') is an approach for communities to adopt to address these challenges.

What is a Stronger Community Partnership?

A Stronger Community Partnership is a multilateral response between community leaders, business, government, local government, non-government agencies and community organisations designed to combine energy, ideas, financial strengths and resources to take ownership of a broad range of issues facing a community. The central premise of this type of partnership is that communities are best situated and equipped to identify and resolve problems, as well as to capitalise on opportunities.

Purpose of this Guide

The Guide provides assistance to communities that may wish to establish a Partnership. The Guide includes:

- background information in relation to the development of a Partnership;
- an overview of a successful Partnership – the Huon Stronger Community Partnership;
- the processes for communities to follow in establishing a Partnership;
- a framework for developing Terms of Reference; and
- a sample community safety survey.

In addition, the Guide provides information for communities in relation to:

- the role of State Government agencies in assisting with the establishment of a Partnership; and
- 'what works' in relation to developing community responses for early intervention in crime prevention.

Whilst this document provides a framework for developing community-based partnerships, it is important to appreciate that not one model or approach fits all. Approaches must be tailored to respond to the needs and capacity of a community and be flexible enough to adapt as the community need changes and as community capacity develops. However, one element common to all approaches is the identification of a community leader who has the respect of the community. This person must have the ability to guide the development and implementation of a Partnership.

SECTION TWO BACKGROUND

In June 2003, the Tasmanian Government provided funding to the Crime Prevention and Community Safety Council to fund a twelve-month project in relation to community safety. This funding enabled Community Safety Project Officers to be employed in the north and south of the state. Both Officers commenced in August 2003 and undertook a variety of activities in relation to community safety.

The Southern Community Safety Officer was employed to:

- *using available qualitative and quantitative data and existing research, report on best practice approaches to early intervention that might be effectively utilised in the Tasmanian context; and*
- *identify and assist communities in Southern Tasmania that are willing and have the potential to develop a Stronger Community Partnership.*

Literature Review

One of the key responsibilities of the Southern Community Safety Officer was to undertake a literature review of international and national papers on the issue of early intervention in crime prevention. The purpose of the literature review was to identify best practice strategies and solutions, and 'what works' in relation to early intervention; and to make recommendations and suggestions for appropriate strategies in the Tasmanian context.

In March 2004, the Southern Community Safety Officer published a document titled *Literature Review, Early Intervention in Crime Prevention*. In examining the concept of 'what works', the author concluded –

"The most effective responses involve a whole-of-community intervention model that incorporated a range of programs and services, rather than an intervention built around a single program; and

*The most appropriate and effective way forward for Tasmanian communities when addressing issues of concern, including crime prevention, appears to be through broad community-based partnerships."*¹

A copy of this paper is included; refer **Attachment A**.

The clear conclusion from this paper is that government agencies and communities need to work together in partnership in order for early intervention strategies to be effective. From the literature review, the Partnership model outlined in Section Three of these guidelines is an appropriate response.

¹ *Literature Review, Early Intervention in Crime Prevention*, Andrea Heath, Crime Prevention and Community Safety Council, Tasmania, March 2004

Stakeholder consultation

In order to obtain an understanding of community-based partnerships, the Southern Community Safety Officer consulted extensively with key stakeholders in the southern region in relation to existing partnerships. From this consultation, a strong and successful community-based partnership was identified as having been developed at Huonville.

An overview of the Huon Stronger Community Partnership is documented in Section Three of this document.

SECTION THREE OVERVIEW OF THE HUON STRONGER COMMUNITY PARTNERSHIP

The purpose of this section is to provide an overview of the Huon Stronger Community Partnership ('HSCP') - a community-based partnership that has been identified as being a strong and successful model. In particular this section provides:

1. background information on the formation of the HSCP; and
2. information on the key elements of the HSCP, including indicators used to determine the success of the model.

Formation of the Huon Stronger Community Partnership

The Huon Stronger Community Partnership Inc. was formed in December 2002. The HSCP was established as a whole-of-community response to a number of social issues such as damage to property, alcohol and other drug abuse, youth 'at risk' and domestic violence. The aim of the HSCP is to be an action-orientated group that has the interests of the Huon community as its primary value.

The Partnership's Mission Statement declares:

The Huon Stronger Community Partnership Inc. will collaboratively facilitate, develop and implement projects, programs and strategies that promote social wealth, community capacity and positively influence the determinants of social control in the Huon Valley.

Key elements

The success of the HSCP is based around four broad key elements:

1. identification and participation by community leaders on a central committee;
2. strong governance principles and commitment to action;
3. accountable action groups; and
4. performance measurement.

1. Membership

The Inspector of Police for the municipal area identified that a community-based approach would be an appropriate response to issues and engaged other community leaders to assist in developing a Partnership.

Membership of the HSCP includes representatives from government, local government and the community:

- satellite communities such as Cygnet, Franklin and Geeveston;
- Huonville Chamber of Commerce;
- Department of Education;
- Department of Police and Public Safety;
- Huon Valley Council;
- Department of Health and Human Services;
- Forestry Tasmania; and
- Huon Rotary.

2. Governance

The HSCP is an incorporated body that is bound by and operates within the *Associations Incorporation Act 1964* and has a central steering committee with specific Terms of Reference. The committee meets on a monthly basis. A community representative provides secretariat support to the HSCP, and the business representative chairs the meetings.

The funds required to establish the HSCP were minimal, and related only to the costs associated with incorporation which were paid by the Huon Valley Council. All other resourcing is through in-kind assistance which involved community members and agency representatives attending meetings; and re-allocating resources (within existing budget allocations) to address issues and capitalise on opportunities.

3. Action Groups

The HSCP's role is to identify community issues, develop responses and evaluate progress.

Once issues are identified, action groups are formed to facilitate the advancement or implementation of strategies, programs and projects identified. Membership of these groups involves relevant representation from the broader community. Some examples of action groups developed from the HSCP include:

3.1 Action Group: Inter-agency Support Panel

This action group was formed as an Inter-agency Support Panel ('Panel') and consists of representatives from State Government agencies and Huon Valley Council youth workers to provide

integrated support to 'at risk' children, young people and their families. The Panel ensures that these groups receive appropriate support in a timely, coherent, coordinated and sustainable form.

In order to provide support, a Panel member identifies a child or young person who is considered as being 'at risk'. Relevant information is then shared at a regular meeting regarding the circumstances surrounding that child or young person, with the view to collectively developing the best strategy of 'early intervention' or support.

Strategies are developed to suit the individual and may include the utilisation of persons outside the Panel. However, due to confidentiality issues, these persons will not be present at Panel meetings and are only provided with enough information to ensure the success of the strategy.

- Outcomes
- (i) As at June 2004, the group was providing support for 25 children, young people and their families; and
 - (ii) The Panel addressed the issue of 24-hour supported emergency accommodation for high risk and needy young people through the development of a crisis support house at Huonville.

This action group has delivered many positive outcomes for children and young people living in the Huon Valley and has evolved into an ongoing action group of the HSCP.

3.2 Action Group: Community House

This action group was tasked to look at strategies to support young people who have been excluded from mainstream education, to help them develop literacy and numeracy skills. In order to achieve this task the group agreed that an off-campus facility to deliver education sessions was required within the community, and worked towards securing a venue.

- Outcome
- (i) An off-campus location for the delivery of education sessions was secured.

3.3 Action Group: Farm Project

This action group was formed to investigate the feasibility of establishing an employment program involving the development of an organic farm. As a result of research conducted by the action group, this project was not considered to be an appropriate response.

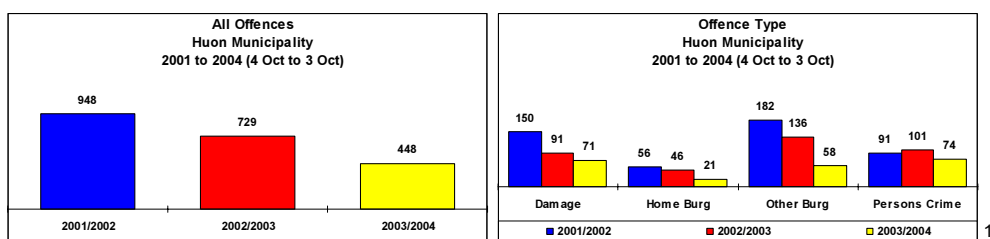
4. Measurement of Performance

The HSCP has been able to achieve the following successes in the Huon Valley municipal area:

- reduction in crime and anti-social behaviour;
- improved relationships between young people and police;
- improved relationships between young people and business; and
- better working relationships between State Government, local government and non-government agencies in the Huon Valley municipal area.

The successful outcomes have been verified by qualitative and quantitative data. The qualitative data was obtained through surveys conducted by the Southern Community Safety Officer with Partnership participants, action group participants and community members.

Quantitative data provided by Tasmania Police shows the reduction in crime and anti-social behaviour. The charts below provide a comparison of offences committed in the Huon Valley for the period 2001 to 2004: -



¹ Department of Police and Public Safety, Corporate Reporting Services, June 2005

The total number of offences since the introduction of the Partnership has reduced by 53%. The table below shows a comparison between crime reduction in the Huon Valley municipal area as against the State average².

	HUON VALLEY MINICIPALITY	STATE
Total Offences	reduced by 53%	reduced by 21%
Offences Against the Person	reduced by 19%	increased by 6%
Public Place Assaults	reduced by 28%	reduced by 8%
Home Burglary	reduced by 63%	reduced by 28%
Other Burglary	reduced by 68%	reduced by 31%
Injury to Property	reduced by 53%	reduced by 16%

In order to ensure the presence of the four key elements identified on page 4 of this Guide, it is important that a comprehensive process is established and followed. This process is outlined in Section Four.

² Department of Police and Public Safety, Corporate Reporting Services, June 2005

SECTION FOUR ESTABLISHING A STRONGER COMMUNITY PARTNERSHIP

Process for establishing a Stronger Community Partnership

The aim of the Stronger Community Partnership model developed in the Huon Valley is to empower communities to collectively take responsibility for a broad range of issues. Based on the model developed in the Huon Valley, the following processes have been identified as being key actions for the successful establishment of a Partnership.

1. Identification of, and participation from community leaders who are action-oriented and influential, including representatives from satellite communities.
2. Participation of representatives from government agencies, local government and non-government organisations.
3. Participation of representatives from the business community.
4. The establishment of a central committee.
5. The development of clear Terms of Reference for the central committee.
6. Identification of community issues.
7. Identification of appropriate strategies to address community issues.
8. Formation of relevant action groups.
9. Accountability mechanisms.
10. The development of indicators of success.

These processes are explained in more detail below.

1. *Identification of, and participation from, community leaders, including representatives from satellite communities.*
2. *Participation of representatives from government agencies, local government and non-government organisations.*
3. *Participation of representatives from the business community.*

Community involvement

The identification and participation of community and business leaders is critical to the success of a Partnership. Community members have the best understanding of the issues and concerns facing their community and therefore should be capable of acting strategically and taking ownership of these issues and concerns, working in partnership with government and local government to develop responses. Without community involvement and participation a Partnership will not be successful.

In order to engage community and business leaders it is essential that a community leader, who has the respect of the community, assumes the responsibility for developing and implementing the model. The role of this person is to ensure the participants remain focused, and committed to implementing the approach.

State agencies, local government and non-government organisations

The involvement of relevant State Government agencies, local government, non-government organisations and the community in an integrated and structured way combines energy, ideas, financial strengths and resources in order to take ownership of a broad range of issues. Agency, council and community representatives need to be capable of behaving strategically and be in a position to reallocate resources, effect change and exercise leadership.

In harnessing community support, it is also important to have a clear understanding of the role government agencies play in establishing a Partnership.

Role of Government agencies

In October 2004, the Southern Community Safety Officer published a document entitled, *'Government's role in strengthening the capacity of communities to deliver early intervention strategies'*. In that document the author examined, among other things, the role of government in strengthening the capacity of communities to deliver early intervention strategies.

In examining these concepts the author reviewed a number of key papers, and concluded that government's role in community capacity building is –

"...one of providing safety nets and creating opportunities to support local communities to identify issues, resolve problems and to capitalise on opportunities; and

*This role may best be achieved through supporting and facilitating existing and potential community-based partnerships."*¹

A copy of this paper is included; refer **Attachment B**.

¹ *Government's role in strengthening the capacity of communities to deliver early intervention strategies*, Andrea Heath, Department of Police and Public Safety, October 2003

4. The establishment of a central committee.

The central committee brings together community leaders, government agencies, council representatives and non-government organisations to collectively take responsibility and ownership of issues facing their community. The role of the committee is to work together cooperatively to address the issues identified.

Members of the central committee need to be empowered by the organisations they are representing to act strategically and make decisions.

5. The development of Terms of Reference for the central committee.

Terms of Reference provide clear guidelines on the mission, aims and objectives of the central committee or any action groups, and assist in focusing the committee on its primary tasks.

A framework for developing Terms of Reference for communities to adapt is included; refer **Attachment C**.

6. Identification of community issues.

7. Identification of appropriate strategies to address community issues.

The identification of community issues and opportunities, and the process of developing strategies, ensures that the committee takes ownership of issues and develops appropriate responses.

In order to assist communities to identify issues and appropriate strategies, tools such as community surveys, focus groups and audits of services are all methods partnerships can employ.

A sample community safety survey is attached; refer **Attachment D**. This survey has been used by communities as a basis for determining perceptions of safety and identification of issues; and to gain an appreciation of community awareness in relation to the partnership. Whilst the survey has a community safety focus, it can be adapted to include questions relating to other issues identified by the Partnership.

8. Formation of relevant action groups.

9. Accountability mechanisms.

Once community issues and appropriate responses are identified, an effective method to facilitate the advancement or implementation of strategies, programs

and projects, is the formation of action groups. Membership of these groups involves relevant representation from the broader community.

The formation of an action group ensures that a focus is brought to a particular community issue and addresses accountability by making the action group responsible to the central committee. This process also assists with community capacity-building by making the members of the action group responsible for devising and implementing strategies.

In many instances, action groups will have a limited tenure due to the fact that some issues may be satisfactorily addressed. In other cases there may be a need for ongoing action groups to provide continued advice and support. An example of a successful ongoing action group is an Inter-agency Support Panel. Inter-agency Support Panels have been identified as a crucial component of a Partnership and are discussed in more detail in Section Three of these Guidelines.

10. The development of indicators of success.

The development of performance indicators assists the Partnership to monitor and evaluate the impact of strategies, programs or projects implemented in the community. Indicators developed need to be consistent with the aims and objectives of an individual strategy, program or project.

Attachment A

LITERATURE REVIEW EARLY INTERVENTION IN CRIME PREVENTION

**Department of Police and Public Safety, Crime Prevention and Community
Safety Council, Tasmania, March 2004**

INTRODUCTION

The purpose of this paper is to review literature and research undertaken in relation to early intervention in crime prevention and to assess that information for its relevance in the Tasmanian context.

This paper will focus on:

- A. What is meant by the term 'early intervention in crime prevention';
- B. Best practice approaches to early intervention in crime prevention; and
- C. Relevance to the Tasmanian context.

METHODOLOGY

A lot is already known in relation to early intervention strategies and crime prevention. This paper does not intend to review literature in relation to those topics but to collate material already published in these areas and to assess this information and its relevance in the Tasmanian context.

A EARLY INTERVENTION IN CRIME PREVENTION

The purpose of this section is to gain an understanding of the term 'early intervention in crime prevention'.

(i) What is crime prevention?

The Australian Institute of Criminology (AIC) defines crime prevention as –

“...any action that causes a reduction in the level of criminal activity and the resulting harm, or in the number of criminal offenders and their victims.”¹

The AIC goes on to describe crime prevention in terms of three stages or levels:

- “Primary crime prevention is directed at stopping the problem before it happens and focuses on social and situational factors;

¹ AICrime reduction matters 20 May 2003, no.1 – Approaches to understanding crime prevention

- Secondary crime prevention seeks to change people, typically those at high risk of embarking on a criminal career;
- Tertiary crime prevention focuses on the operation of the criminal justice system and deals with offenders after it has happened. The primary focus is on intervention in the lives of known offenders in an attempt to prevent them from re-offending.”²

(ii) Developmental and Early Intervention strategies

The AIC indicates that one of the subcategories into which the three levels of crime prevention are sometimes divided, is developmental and early intervention strategies.

The AIC defines effective developmental prevention as:

“...intervention early in developmental pathways that may lead to the emergence and recurrence of criminal behaviours and other social problems. It does not mean early in life, although inevitably many of the critical moments for effective intervention will occur during the early years.”³

The AIC continues: -

“Developmental prevention emphasises investment in strategies and programs for creating ‘child friendly’ institutions and communities. It also focuses on the manipulation of multiple risk and protective factors at crucial transition points across a lifetime.”⁴

The “*Pathways to Prevention: Early Intervention and Developmental Approaches to Crime in Australia Report*” (‘the Homel Report’), draws on other works to describe developmental prevention:

“Developmental prevention, in Farrington’s (1996:18) definition, ‘refers to interventions designed to inhibit the development of criminal potential in individuals’. Tremblay and Craig (1995) expand on that definition:

Developmental prevention refers to interventions aiming to reduce risk factors and increase protective factors that are hypothesised to have a significant effect on an individual’s adjustment at later points of...development (1995: 156-157).”⁵

As highlighted in the definitions, it is important to understand that early intervention does not necessarily mean ‘early in life’. Whilst there should be a strong emphasis on early in life interventionist strategies, the definitions focus on the provision of strategies and programs that address risk and protective factors at key transition points experienced by children, young people and adults, over a lifetime. This conclusion is supported by the Homel Report:

“Developmental approaches do not see life as marked by one steady march toward adulthood that is set early in life, or one steady line of change, either for better or

² AICrime reduction matters 20 May 2003, no.1 – Approaches to understanding crime prevention

³ AICrime reduction matters 1 July 2003, no. 4 – Developmental and early intervention approaches to crime prevention

⁴ ibid

⁵ The “*Pathways to Prevention: Early Intervention and Developmental Approaches to Crime in Australia Report*” (the Homel Report”), Section 1, page 8.

worse. Instead, what occurs is a series of phases, a series of points of change, a series of transitions. These phases and transition points are where interventions can occur most effectively.”⁶

(iii) Transition Points

The Homel Report states that:

“The nature and timing of interventions depends, from the developmental perspective, not just an individual’s age, but on the identified pathways to offending and the critical transition points that characterise those pathways.”⁷

The report identifies the key transition points as -

- Transition into Parenthood
- Transition into Preschool
- Transition to School
- Transition to High School
- Transition to Work and Adult Relationships

These transition points are times of change and people may be open to support at these points, thus creating opportunities for change.

Table 3.1 from the Homel Report details these transition points together with developmental tasks, risk factors and preventative strategies, refer Annexure ‘A’. As an example, the Table states that for the developmental phase - *Transition to School* - the developmental tasks are: adaptation to school; peer relationships and experiences of success and failure. From these, the Table identifies particular risk factors as being: school failure; lack of parental monitoring; inconsistent discipline and peer rejection. The Table suggests one preventative strategy at this developmental phase is peer group training.

B BEST PRACTICE APPROACHES TO EARLY INTERVENTION IN CRIME PREVENTION

The purpose of this section is to review international and national best practice approaches to early intervention.

(i) Review of best practice approaches to early intervention in crime prevention

A paper titled, *Early Intervention – Crime Prevention*, states “A review of overseas research found considerable evidence that early intervention with families and the social development of children had positive effects in terms of reducing the likelihood of offending later in life (Tremblay and Craig 1995).”⁸

⁶ The “*Pathways to Prevention: Early Intervention and Developmental Approaches to Crime in Australia Report*” (the Homel Report”), Section 1, page 8.

⁷ *ibid*, page 9

⁸ Early Intervention – Crime Prevention paper presented by M. Brown and J. Putt at the Children and Crime: Victims and Offenders conference 1999, page 2.

The paper further states, "The crucial implication of this research for policy and practice is that social development of children has a profound role over the long term in preventing crime. As a result many of the programs that fall within the classification of a developmental approach to crime prevention are those designed to enhance the well-being of families and children...Based on the results of mostly Canadian and American research Farrington (1996) lists the following as the most promising approaches to preventing youth crime -

- Frequent home visiting to provide advice about prenatal and postnatal care of children
- pre-school 'intellectual enrichment' programs
- cognitive and social skills training for children
- peer influence strategies
- classroom management and other training for teachers
- anti-bullying programs in schools"⁹

Consistent with Farrington, the Home Office Research and Statistics Directorate, when establishing 'What Works' in preventing criminality classifies initiatives "...into those which are family based, those which are school based and those which are peer group based"¹⁰.

From this research the author of this paper concludes that when developing early intervention strategies in crime prevention it is more appropriate to focus on 'best practice' principles rather than individual best practice models. It is proposed that the reason for this is that each individual community has a different series of issues that it will be required to respond to (social, economic, demographic or cultural) and therefore it is not possible to conclude that one approach 'fits all'.

In support of this proposition, the Home Office Research and Statistics Directorate, when establishing 'What Works' in preventing criminality in the UK context, comments "... most of the evidence cited in this report is based on studies from North America. We cannot be sure that what works in one country will work equally well in another. The widespread ownership of firearms, the absence of a universal public health service, the ethnic minority composition of many inner city areas and a long history of widespread use of hard drugs are just some of the features of American society which are different from ours."¹¹

The individuality of communities must therefore be borne in mind when determining 'What Works' in both the Australian and the Tasmanian contexts.

(ii) Review of 'What Works'

This report has defined 'early intervention in crime prevention' as meaning early in the pathway to crime which may or may not be early in life. This approach can include interventions before any offending has taken place and interventions 'early after' the committing of an offence.

⁹ ibid, page 3

¹⁰ The Home Office Research Study 187, *Reducing offending; an assessment of research evidence on ways of dealing with offending behaviour* Section 2, page 8.

¹¹ ibid, page 18.

As a result when determining 'What Works' it is important to gain an understanding of appropriate early intervention strategies for key transition points. For example, strategies to deal with preventing teenage pregnancies will greatly differ to strategies for a 15-year-old in the criminal justice system. For the purposes of this report it is intended to examine early intervention strategies using the primary, secondary and tertiary levels identified by the AIC.

(a) Primary early intervention strategies

"Primary crime prevention is directed at stopping the problem before it happens and focuses on social and situational factors."¹²

Research suggests, "that the goal of primary prevention is to target at-risk populations and assist with their transition through normal life stages"¹³.

Primary prevention focuses on the predictors of behaviour which are open to intervention, rather than on entrenched behaviours in a traditionally reactive way. Primary prevention is a proactive approach and differs from traditional approaches in respect to timing and targeting.

For instance, Weisberg, Caplan and Harwood discuss:

"The value of working proactively with families, the education system and communities to enhance the psychological, social and physical health of children."¹⁴

and go on to suggest that:

"...a dual focus on promoting competent young people and creating competence-enhancing environments is essential both to prevent behaviour problems in children and to improve the functioning of those who already suffer from such difficulties."¹⁵

Weisberg *et al* further state "Primary prevention strategies differ from traditional treatment approaches with respect to the targeting and timing of their prevention practices. In particular, they are (a) systems and group-oriented rather than targeted to individuals; (b) directed primarily toward essentially healthy people who are not currently suffering any disability to the condition being prevented...; (c) concerned with promoting health, building competencies, and establishing supportive systems and settings as a protection against dysfunction."¹⁶

Primary prevention relies on an understanding of the issues confronting a community and further, an understanding of the services needed in order to address those issues. It is contended by the author of this paper that a demographic audit of the community and an audit of services available to that community is essential for ensuring that an effective primary intervention strategy can be implemented.

¹² AICrime reduction matters 20 May 2003, no.1 – Approaches to understanding crime prevention

¹³ *Adolescents At Risk: Prevalence and Prevention*: New York Oxford University Press, Dryfoos, J. G (1990)

¹⁴ Journal of Consulting & Clinical Psychology, 1991, Vol.39 No. 6 830 -841, *Promoting Competent Young People In Competence – Enhancing Environment – A Systems Based Perspective on Primary Prevention*, Roke P Weisberg, Marlene Caplan, Roslin L Harwood, page 830.

¹⁵ *ibid*, page 830.

¹⁶ *ibid*, page 831

(b) Secondary early intervention strategies

“Secondary crime prevention seeks to change people, typically those at high risk of embarking on a criminal career.”¹⁷

Secondary early intervention strategies are discussed in the Home Office Research study 187, *Reducing Offending: An assessment of research evidence on ways of dealing with offending behaviour*. The study discusses reducing criminality by reducing the number of children and young people who are ‘at risk’ or with a disposition to behave persistently in a criminal manner.

The report recommends the targeting of known risk factors and makes the following observation:

“Although we cannot predict accurately which individual will become an offender on the basis of the level of risk to which they are exposed, we know that children exposed to multiple risks are disproportionately likely to end up as serious or persistent offenders (Graham and Bowling, 1995). Also those who engage in anti-social or criminal behaviour at an early age are more likely to become serious and persistent offenders (Home Office, 1987)....

Thus, programmes to prevent criminality can be part of wider programmes to address a range of problematic outcomes for young people, such as substance abuse, school failure and teenage pregnancy”.¹⁸

As previously mentioned, the study classifies initiatives into those which are:

- Family-based;
- School-based; and
- Peer group-based,

and summarises these classifications and appropriate strategies as follows:

“Family-based initiatives

Family-based interventions can be divided into three main types: early home visits and pre-school education programmes; family therapy and parent training; and family preservation.

(i) Early home visits and pre-school education programmes

Sherman (1997) indicates that the most promising results in preventing crime are to be found in home visitation programmes. These involve trained and committed individuals, usually nurses, health visitors or social workers, supporting, helping and sometimes training parents of young children. Such programmes consistently showed positive effects on crime or crime risk factors.

¹⁷ AICrime reduction matters 20 May 2003, no.1 – Approaches to understanding crime prevention

¹⁸ The Home Office Research study 187, *Reducing Offending: An assessment of research evidence on ways of dealing with offending behaviour* Section 2 – *What works in preventing criminology* page 7.

(ii) Family therapy and parent training

Sherman (1997) reviewed 17 family therapy and parent training programmes...With one qualified exception (Dishion et al., 1992), all the evaluations showed reductions in anti-social behaviour, conduct disorders and/or improvements in parenting...

Overall, parenting courses do seem to be able to help parents to respond more constructively, use discipline less harshly and more consistently and avoid situations which precipitate conflict. The most promising approaches combine parent training with other strategies, such as social and problem-solving skills for the parent's children (Kazdin et al., 1992) and proactive classroom management and peer-related strategies for older children (O'Donnell et al., 1995)...

(iii) Family preservation

Family preservation comprises intensive interventions with families where parent:child relationships are under severe stress or breaking down and the child is at risk of being taken into care...

The available evidence on effectiveness is limited, although family preservation projects in the states of Washington (Tacoma Homebuilders) and Michigan (Families First) have shown success in terms of keeping children out of care (Utting et al, 1993). According to Utting et al (1993), projects which report success in working with such families tend to be those which emphasise the need to raise parental self-esteem and build on the existing strengths of the parents concerned.

A comprehensive strategy of early intervention would consist of providing an integrated package of pre-school education for the child and support and training for the child's parents, including intensive therapy in extreme cases. But whilst early interventions show much promise and are necessary for effective prevention in the early years, they need to be supplemented with other strategies. As the child begins to explore the outside world, the influence of family life and parenting recede as school and peer group influences increase...

School-based initiatives

School-based interventions aim to reduce the propensity to engage in delinquent and anti-social behaviour. They can be divided into projects which aim to influence the organisation and ethos of schools; anti-bullying initiatives and family:school partnerships.

(i) Organisational change programs

...research on school effectiveness shows that schools which are characterised by high quality classroom management, good leadership and organisation and where children feel emotionally as well as educationally supported, are those which are best placed to protect their pupils from engaging in criminal behaviour.

(ii) Anti-bullying initiatives

...In Bergen, Norway, a “whole school” approach to combat bullying has been implemented in 42 schools. The initiative introduced specific rules about bullying, the insertion of discussions about bullying into the school curriculum, encouragement to victims to report incidents of bullying and better systems of playground supervision. In addition to marked reductions in bullying, the initiative resulted in reductions in anti-social behaviour and victimisation outside school...

(iii) Family/school partnerships

To be effective, early intervention needs to improve both the parenting and the education of children at risk, preferably sustained throughout childhood. The best way to accomplish this is to forge partnerships between the two principal sources of socialisation and informed social control – families and schools (Graham and Utting, 1996)...

Peer group-based initiatives

Associating with criminal peer groups is an important factor in subsequent criminality. However influencing this is very difficult and there are very few examples of successful interventions.”¹⁹

The Home Office Research study 187, also discusses ‘what doesn’t work’ and states,

“There are many more examples of programmes which are being shown not to work than those which do. Dryfoos (1990) and Gottfredson (1997) list a number of preventive interventions which have been evaluated and found not to work. These include individual casework, individual and peer group counselling/therapy, ...pharmacological interventions (except for specific forms of violent offending), corporal punishment, suspension from school, information campaigns (especially in relation to substance abuse), diversion to leisure and recreation facilities, fear arousal...and moral appeals. Many of these were based on single measure interventions and it is now accepted that, to be effective, prevention programs need to comprise a range of complementary measures which target multiple risk factors within the primary domains of a child’s life (the family, the school, the peer group and local neighbourhood), preferably at different developmental stages (early childhood, primary school, adolescence) – Hawkins *et al.* (1992).

It is also recognised that to be effective, programmes should target behavioural change and not just changes in attitude, values or knowledge.”²⁰

(c) Tertiary early intervention strategies

“Tertiary crime prevention focuses on the operation of the criminal justice system and deals with offenders after it has happened. The primary focus is on intervention in the lives of known offenders in an attempt to prevent them from re-offending”²¹.

¹⁹ *ibid*, pages 8 – 16.

²⁰ *ibid*, page 16

²¹ AICrime reduction matters 20 May 2003, no.1 – Approaches to understanding crime prevention

The AIC undertook a review of current literature on youth crime prevention titled: *What works in reducing young peoples' involvement in crime* (2002). The report aimed to provide an overview of the current knowledge of what works in reducing offending in young people aged 12 to 25 years. The main section of the report focused on what can be done to reduce youth offending and identifies interventions and programs that can address this problem.

The report examined a cross-section of the literature relating to the subject in order to establish which types of interventions are most effective. The report found that if targeted correctly the following types of treatment worked best: -

- **Social Competence Training Programs** - These help young people change the way they think and act and this has been shown to impact positively on criminal activity.
- **Programs that Divert from Custody** – Mediation in the form of conferencing appears to be effective in preventing young people continuing in an offending lifestyle.
- **Education-type Programs** - Keeping young people in education has been shown to be effective in reducing delinquency and crime.
- **Mentoring Programs** - These are shown to have positive short-term results, however there is insufficient research to evaluate how successful they are long-term.
- **Comprehensive Programs** - Comprehensive programs provide an holistic approach by using different interventions targeted at a number of different risk behaviours. This approach appears to be effective in reducing offending, however it is important to remember that removing a young person from their familiar environment and providing no aftercare when they return to the community has little effect.
- **Recreational Programs** - These programs can have a small effect in the short term.
- **Programs Target Specific Groups** - Targeting certain groups has been successful in the past when the program has been tailored to the setting and needs of that group.

The report finds that generally, programs targeted at the needs of individuals appear to be more effective. One program does not necessarily “fit all” and a case management approach to dealing with young people may be more appropriate. Finding the right program for young offenders is important so that the risk factors and problem behaviours can be addressed. In general, the following principles are important:

- Programs addressing many risk factors have a greater effect;
- Programs that work across social settings can impact on the whole of someone's life, therefore these can have more success than programs concentrating on just one area;
- Programs that alter the way a young person thinks and acts are particularly effective;
- Programs containing skill-based components can help offenders reintegrate into the community;

- School-based programs which emphasise behavioural skills are effective. Young people not in school are at much higher risk of delinquency; and
- Programs should be culturally specific.

The report details important components of programs:

1. Clear aims and objectives;
2. Well-trained, committed and enthusiastic workers with ownership of the program; and
3. Program integrity.

C TASMANIAN CONTEXT

The purpose of this section is to examine how early intervention strategies can be effectively implemented in Tasmania. There appears to be consensus that strategies are best delivered through coordination of State Government agencies, local government, non-government organisations and community members at the local level.

The Homel Report states at page 100,

“The key emphasis of our proposal is on the targeting of multiple risk and protective factors at multiple levels (the individual, the family, the immediate social group, and the larger community) and at multiple life phases and transition points in an individuals development. This necessarily entails a whole-of-community intervention model that incorporates a range of programs and services, rather than an intervention built around a single program”.

Tasmanian communities are demonstrating this approach through State and Local Government Partnership Agreements and the formation of Stronger Community Partnerships.

A comprehensive analysis of Stronger Community Partnerships in the Tasmanian context was undertaken by Andrea Heath in the paper *Stronger Community Partnerships – ‘A way forward’, June 2004*. The paper provides a detailed overview of a community-based partnership at Huonville and documents the key actions to be undertaken by a community wishing to establish a Stronger Community Partnership. The author concludes (at page 10) that “key elements of the Partnership may be suitable for adoption by other Tasmanian communities”.

The author notes that a number of other Tasmanian communities have established or expressed interest in establishing Stronger Community Partnerships. This fact in itself appears to be evidence of the success of Stronger Community Partnerships in the Tasmanian context. A Guide is being developed for communities who wish to establish a Stronger Community Partnership.

In light of the observations made above, and with particular reference to the Homel Report, it is contended that the most appropriate and effective way for Tasmanian communities to develop and implement early intervention strategies is through community-based partnerships.

D CONCLUSION

In summary the key points from this review are:

- The term 'early intervention in crime prevention' refers to the provision of strategies and programs that address risk and protective factors at key transition points experienced by children, young people and adults over a lifetime;
- The research suggests that when developing early intervention strategies in crime prevention it is more appropriate to focus on 'best practice' principles rather than individual best practice models. One model does not fit all in terms of a response to community issues;
- In determining 'What Works', it is important to gain an understanding of appropriate early intervention strategies for key transition points;
- Early intervention strategies tend to fall into three main areas -
 1. Family-based
 2. School-based
 3. Peer group-based
- The focus for the strategies can be primary, secondary and tertiary in nature;
- The most effective responses involve a whole-of-community intervention model that incorporates a range of programs and services, rather than an intervention built around a single program; and
- The most appropriate and effective way forward for Tasmanian communities when addressing issues of concern, including crime prevention, appears to be through broad community-based partnerships.

Annexure 'A'

TABLE 3.1 DEVELOPMENTAL PHASES AND TRANSITIONS: THE TASKS, RISK FACTORS AND PREVENTATIVE STRATEGIES AT EACH PHASE			
DEVELOPMENTAL PHASE	DEVELOPMENTAL TASKS	RISK FACTORS	PREVENTATIVE STRATEGIES*
Prenatal/perinatal	Physical and neurological development	Parental substance abuse Adolescent pregnancy Inadequate prenatal care Birth injury Prematurity	Family support
TRANSITION TO PARENTHOOD			
Infancy	Affect regulation Attachment Developing autonomy Sense of self	Disturbances of attachment Inappropriate behaviour development Social isolation Inappropriate parenting	Parent training Early education
TRANSITION TO PRESCHOOL			
Preschool	Separation from mother Preparation for school Socialisation for transition Peer relationships	Inappropriate parenting Problem behaviours Peer difficulties Impulsivity and inattention	Child training Teacher training
TRANSITION TO SCHOOL			
School	Adaptation to school Peer relationships Experiences of success and failure	School failure Lack of parental monitoring Inconsistent discipline Peer rejection	Peer group training
TRANSITION TO HIGH SCHOOL			
Adolescence	Defining identity Growth of autonomy in a context of peer conformity Developing value system Intimate relationships	Teenage pregnancy Risk-taking behaviour Unemployment Antisocial peers Lack of parental support	Anti bullying programs Community support for youth in schools
TRANSITION TO WORK AND ADULT RELATIONSHIPS			
Adulthood	Adult roles and responsibilities	Unemployment Poverty Homelessness Social isolation	Social and economic development Building social networks

* The preventative strategies are only examples of possible interventions. Other strategies at each phase are available, and many strategies (such as family support) are applicable at more than one phase.

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Attachment B

GOVERNMENT'S ROLE IN STRENGTHENING THE CAPACITY OF COMMUNITIES TO DELIVER EARLY INTERVENTION STRATEGIES

**Department of Police and Public Safety, Crime Prevention and Community
Safety Council, Tasmania, October 2003**

INTRODUCTION

The purpose of this paper is to identify issues relevant to early intervention strategies and the government's role in strengthening the capacity of communities to deliver those strategies.

BACKGROUND

Community Safety Interdepartmental Committee

The Tasmania *Together* Community Safety priority cluster comprising the Departments of Police and Public Safety, Health and Human Services, Education, Justice and Industrial Relations, Infrastructure, Energy and Resources and Premier and Cabinet ('the cluster agencies') have identified that intervening to support 'at risk' young people is a key priority. All participating agencies are focusing on ways to build resilience in young people in an attempt to improve life skills and opportunities and to prevent them from being victims of crime or offenders themselves.

The cluster agencies have targeted 'early intervention' strategies as an appropriate approach to support 'at risk' young people. As a result, a number of 'early intervention' projects have been funded to be undertaken by the cluster agencies, both at the state, regional and local community level.

'EARLY INTERVENTION'

In undertaking and developing the above strategies, it has become apparent the term 'early intervention' may be being interpreted differently across the agencies. The purpose of this section is to gain an understanding and agreement of the term 'early intervention' across the cluster agencies.

What is meant by the term ‘early intervention’?

Gill Westthorp from the South Australian Crime Prevention Unit, in a report titled, *Early Intervention: Buzz word or starting point?* examines the different ways the term ‘early intervention’ is used and the common elements of the term.

The report discusses the origins of the term ‘early intervention’ and its different meanings across various government agencies such as disabilities, health, education, supported housing and crime prevention. The report proceeds to question the usefulness of the term given the diversity of meanings and possible misunderstandings as a result of agencies using the same term but applying it in different circumstances.

In questioning the usefulness of the term, the report identifies that there are common elements within many early intervention approaches regardless of their purpose or outcome focus. The common elements identified are:

1. Life is seen as a series of transitions, experienced by children, young people and adults, over a lifetime, either biological or social. These transition points are times of change and people may be open to support at these points, thus creating opportunities for change; and
2. There is a focus on risk and protective factors.

It can be concluded from Westthorp’s paper that early intervention does not necessarily mean ‘early in life’. Whilst there should be a strong emphasis on early in life interventionist strategies, the common elements focus on appropriate risk and protective strategies at key transition points in the pathway of life. Westthorp states, “The risk and protective factors for physical health, mental health, drug and alcohol abuse, poor educational outcomes, and unemployment are very similar to those for offending. So intervening effectively can have benefits in a wide range of areas and can result in significant savings.”¹

GOVERNMENT’S ROLE IN STRENGTHENING THE CAPACITY OF COMMUNITIES TO DELIVER EARLY INTERVENTION STRATEGIES

In addition to undertaking early intervention strategies, cluster agencies are being required to work with communities to strengthen their capacity to deliver those strategies. Again, it is apparent that government’s role in relation to community capacity building may be being interpreted differently across the agencies.

The purpose of this section is to gain an understanding and agreement of government’s role in relation to strengthening community’s capacity to deliver ‘early intervention’ strategies across the cluster agencies.

¹ Early Intervention: Buzz word or starting point? Gill Westthorp, Crime Prevention Unit, Attorney Generals Department, Government of South Australia, page 3

Dr Jim Cavaye in his report *'The Role of Government in Community Capacity Building'* (2000) describes community capacity as:

*"Community capacity consists of the networks, organisation, attitudes, leadership and skills that allow communities to manage change and sustain community-led development."*²

Cavaye's report refers to the need for communities to not only focus on their ability to maintain infrastructure, employment and income but also on the ability of local people to:

- anticipate change;
- 'reframe' problems;
- mobilise their community;
- communicate widely;
- think strategically; and
- make informed decisions.

In relation to government's role in community capacity building, Cavaye states:

*"...government cannot build community capacity – only local people can build the capacity of their community. However, public agencies can support and facilitate community capacity building."*³

Cavaye goes on to identify key principles that are important to government assisting communities build their capacity. The principles involve:

- "Creating a 'vehicle' for local people to express and act on existing concerns;
- Judging appropriate interaction with communities from 'consultation' to genuine partnership facilitation;
- Personal relationships between local public servants and community members is crucial to the invitation government can receive from local people, and the role of government can have in community capacity;
- Melding formal structures that mediate community involvement with grassroots culture of local participation; and
- Community members 'unlearning' the role of government solely as a 'provider' and government 'unlearning' the historical/technical assistance approach to communities."⁴

In order to achieve these principles, Cavaye states that the following new approaches are required by government agencies:

² The Role of Government in Community Capacity Building, Jim Cavaye, Department of Primary Industries, Queensland, 2000, page iii

³ *ibid*, page 2

⁴ *ibid*, page iii

“Redefining the ‘real work’ of public servants to be not only the deliverer of delegated services, but also a dual ‘delegation and community’ role where delegated work is achieved in a way that supports community networks, partnership and capacity;

Fostering relationships between community members and government workers by increasing the ‘networking’ role of public servants in communities and initiating contact with a greater diversity of clients;

Introducing accountability for the process with which government interacts with communities and accountability for community capacity outcomes; and

Coordination between agencies based on valuing existing cooperation, common goals and values and joint projects.”⁵

WHAT SHOULD GOVERNMENT AGENCIES DO TO STRENGTHEN THE CAPACITY OF COMMUNITIES?

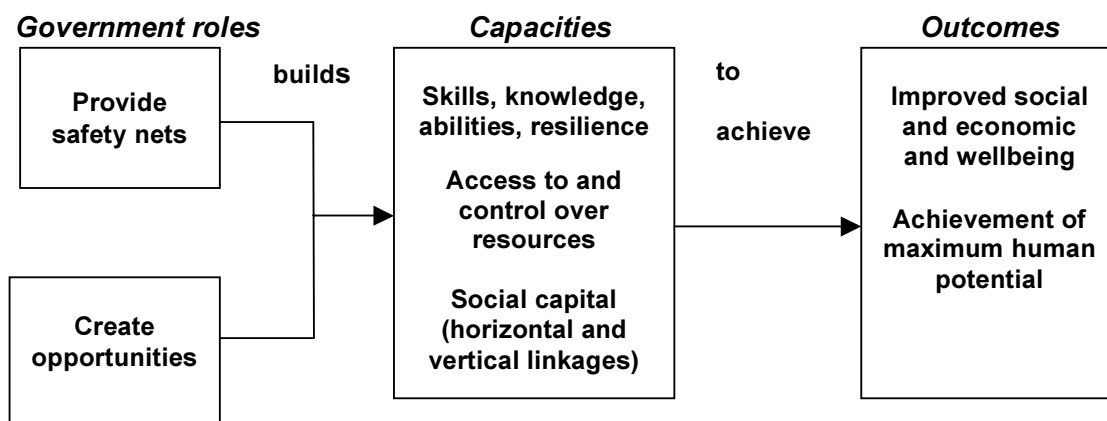
Cavaye has outlined the principles of government’s role in community capacity building. This purpose of this section is to discuss how Government agencies can work with communities to translate the principles identified by Cavaye into actions.

Lori Rubenstein in her draft paper, *Building Strong Communities: An overview* highlights the many paths to community building. Rubenstein suggests that the fundamental role of government in relation to capacity building is to:

1. provide safety nets; and
2. create opportunities.

Examples of safety nets provided by government are the provision of affordable housing and access to medical services. Examples of the government’s ability to create opportunities include access to government funding grants and the provision of support services to communities.

Rubenstein demonstrates this role in Figure 1 below -



⁵ ibid, page iv

Rubenstein states that in order “To operationalise these roles in ways that will build stronger communities, government agencies need to shift their approach in thinking, planning and practice from:

- Individual to population and collective outcomes;
- Single-issue focus to a more holistic, comprehensive approach;
- Lifestyle change to environmental change (in policies, services, economic and physical conditions);
- A ‘top-down to bottom-up’ approach;
- Service providers as experts to service providers as facilitators and enablers; and
- Emphasis on community needs and deficits to an emphasis on community assets and potential.”⁶

In addition to agencies shifting their approach, Rubenstein goes onto identify seven essential dimensions to building strong communities, namely:

1. Collaborative initiatives implemented in a way that reinforces values and builds social and human capital;
2. Community-driven action;
3. Comprehensive, strategic and entrepreneurial approaches;
4. Asset-based approaches;
5. Tailoring activities to neighbourhood scale and conditions;
6. Ensuring links to the broader community; and
7. Changing institutional barriers.

A number of the principles and approaches identified by Cavaye and Rubenstein are already being displayed in Tasmanian communities through *Tasmania Together*, State and Local Government Partnership Agreements and community-based Stronger Community/Safety Partnerships.

RECOMMENDATIONS

From discussions in this paper the following recommendations are made:

1. Cluster agencies agree that in respect to early intervention:
 - There are different understandings and applications of the term ‘early intervention’ across agencies;
 - Despite these differences there are common elements to the term, namely:
 - (i) there are key transition points in the pathway of life which should be targeted as opportunities for change; and

⁶ Building Strong Communities: An overview, Lori Rubenstein, Department of Health and Human Services, Tasmania, 2003, page 8

- (ii) there is a focus on reducing risk and enhancing protective factors at these key points.
 - Effective 'early intervention' strategies will deliver positive benefits to the whole community across a number of social issues and allow the government to achieve common goals.
2. Cluster agencies agree that in respect to government's role in community capacity-building:
- Their role in community capacity-building is one of providing safety nets and creating opportunities to support local communities to identify issues, resolve problems and to capitalise on opportunities; and
 - This role may best be achieved through supporting and facilitating existing and potential community-based partnerships.

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Attachment C

FRAMEWORK FOR DEVELOPING TERMS OF REFERENCE FOR STRONGER COMMUNITY PARTNERSHIPS

***(Name of community)* COMMUNITY PARTNERSHIP**

TERMS OF REFERENCE

1. INTRODUCTION

This section states the purpose of the document.

For example, *To provide clear Terms of Reference for the (name of community) Stronger Community Partnership.*

2. BACKGROUND

This section provides details in relation to the formation of the partnership.

3. MISSION STATEMENT

This section details the Mission Statement developed by the Partnership.

It is important that the group develops a Mission Statement to outline its purpose.

4. AREA OF OPERATION

This section details the scope of the Partnership and the regional area within which it will operate.

5. AIMS AND OBJECTIVES

This section clearly states the aims of the Partnership and how the Partnership intends to achieve those aims.

6. MEETINGS

This section details the format for meetings, including:

- frequency of meetings;
- chairperson (whether appointed or elected by the group and rotation of the position); and
- responsibility for preparing agendas and recording and circulation of minutes of meetings.

7. MEMBERSHIP

This section details representation of the group. This may include representation from government, local government (elected members and/or staff), business, community groups and/or satellite communities.

8. QUORUM

This Section establishes the quorum for a meeting.

9. STAKEHOLDER RESPONSIBILITIES

This section details any specific tasks to be undertaken by the chairperson, minute taker and other members of the Partnership.

10. ACTION GROUPS

This section details the purpose for establishing action groups, involvement of persons outside the membership of the Partnership and the relationship between the Partnership, including reporting requirements.

11. DECISION MAKING PROCESS

This section details a decision-making process and may include guidelines for conflict resolution and rules for voting.

12. Terminology

This section defines any definitions that may be relevant to the Partnership. For example:

- any target groups;
- geographical areas; and
- acronyms.

Attachment D

Sample Community Safety Survey

(Name of community)

COMMUNITY SAFETY SURVEY

In order to identify local community safety issues, the *(name of community group)* has decided to conduct a Community Safety Survey to seek information from residents about their perceptions of safety and experience of crime and anti-social behaviour in the *(name)* region.

INSTRUCTIONS FOR COMPLETING THIS SURVEY

- Unless otherwise stated, answer questions by **circling one of the numbers on the scale** or **ticking one of the boxes**.
- Please add any notes or comments necessary to clarify your answers.

Which township/community do you live or are closet to?

Age: ☐ 13-19 ☐ 20-24 ☐ 25-35 ☐ 36-45
 ☐ 46-55 ☐ 56-65 ☐ 66-75 ☐ Over 75

Sex: ☐ Male ☐ Female

Are you completing the survey as an individual or on behalf of all of those living in your household?

☐ Individual ☐ On behalf of everyone living in the household

1. How long have you lived in the *(name region)*?

Less than 12 months	☐	5 to less than 10 years	☐
12 months to less than 5 years	☐	10 to less than 20 years	☐
20 years or more	☐		

2. How safe do you think the *(name region)* area is during the day? (Please circle a number)

1 2 3 4 5 6
Unsafe Safe Very Safe

If you think it is unsafe **during the day**, please detail **where** and explain **why**.

.....

.....

.....

.....

3. How safe do you think the *(name region)* area is at night (after sunset)?
(Please circle a number)

1 2 3 4 5 6
Unsafe Safe Very Safe

If you think it is unsafe **during the night**, please detail **where** and explain **why**.

.....

.....

.....

4. Are there any places in the *(nominate)* area that you would avoid?

a) During the day (Please tick one box)

Yes ☐	No ☐
------------------------------	-----------------------------

If yes, please indicate which place/s you would avoid and why.

.....

.....

.....

b) At night (after sunset) (Please tick one box)

Yes ☐	No ☐
------------------------------	-----------------------------

If yes, please indicate which place/s you would avoid and why.

.....

.....

.....

5. As distinct from crime, do you think there are any problems from people creating a nuisance (eg. loud music, noisy driving) in the *(name region)*?
(Please tick one box)

Yes ☐ Go to 6	No ☐ Go to 7	Don't know ☐ Go to 7
---	--	--

6. What are the nuisance problems in (*nominate*)? (Please state township/area)

.....

.....

.....

7. Do you think there are any problems with crime in the (*name region*)?
(Please tick one box)

Yes ☐ Go to 8	No ☐ Go to 9	Don't know ☐ Go to 9
---	--	--

8. What are the crime problems in the (*name region*)? (Please state township/area)

.....

.....

.....

.....

9. How worried are you about becoming a victim of crime in the (*name region*) area? (Please circle a number)

1 2 3 4 5 6
Very worried Worried Not worried

If worried - please indicate what crime/s you are worried about.

Home Burglary ☐	Motor vehicle burglary ☐
Business Burglary ☐	Motor vehicle theft ☐
Damage to property ☐	Assault ☐
Robbery ☐	Other (<i>Please give details</i>)

.....

10. In the last 12 months have you been the victim of any crime in the (*name region*) area? (Please tick one box)

Yes ☐ Go to 11	No ☐ Go to 14
---------------------------------------	--------------------------------------

11. Which of the following crimes have you been a victim of in the last 12 months in the (*nominate*) area, and how many times has this happened to you?

Home Burglary	☐	No. of times
Business Burglary	☐	No. of times
Damage to property	☐	No. of times
Motor vehicle burglary	☐	No. of times
Motor vehicle theft	☐	No. of times

Assault ☐ No. of times

Robbery ☐ No. of times

Other (*Please give details*)

12. Did you report this crime/these crimes to the police? (*Please tick one box*)

Yes, all ☐ <i>Go to 14</i>	Yes, some ☐ <i>Go to 13</i>	No ☐ <i>Go to 13</i>
--	---	--

13. Why didn't you report this crime/these crimes to police? (*Please give details*)

.....

.....

.....

14. As distinct from crime, have you been a victim of, or witnessed, any anti-social behaviour (eg. loud music, noisy driving) in the (*nominate*) in the last 12 months? (*Please tick one box*)

Yes ☐	No ☐
------------------------------	-----------------------------

If yes, please give details with regard to the **type** and **number** of anti-social incident/s, **where** the incident/s took place, **whether** you were a victim or a witness, and **whether** you reported the incident/s to police.

.....

.....

.....

.....

15. Whose responsibility do you think it is to address crime and anti-social behaviour in the (*name region*) area? (*Please tick on or more boxes*)

Police ☐	Council ☐	(<i>name</i>) Community Partnership ☐
School ☐		General community ☐
Other - Please state		Combination of all of these groups ☐

16. Is there anything you can think of that would make you feel safer in the (*nominate*) area? (*Please tick one box*)

Yes ☐ <i>Please give details</i>	No ☐
--	-----------------------------

.....

.....

17. Do you think the overall crime rate have increased/decreased/stayed the same over the past 12 months? *(Please tick one box)*

Increased ☐	Decreased ☐	Stayed the same ☐
------------------------------------	------------------------------------	--

18. Are you aware of the existence of the (*nominate*) Stronger Communities Partnership? *(Please tick one box)*

Yes ☐ See below	No ☐
--	-----------------------------

If yes, are you aware of what the group does? *(Please tick one box)*

Yes ☐ See below	No ☐
--	-----------------------------

Please provide details of what you believe the group does -

.....
.....

It would be appreciated if you could complete this survey and return it any of the following locations by (*nominate*) -

Nominate collection points

Your answers will be strictly confidential

Thank you for participating in the Survey

This survey has been based on a survey produced and conducted with the Dodges Ferry Community by the Crime Prevention and Community Safety Council.

Attachment E

Reference to other documents

- *Guidelines for designing a Community Safety Plan*, Crime Prevention and Community Safety Council Tasmania

This publication was designed to assist communities with the development of community safety plans. It can be obtained from the Crime Prevention and Community Safety Council in Tasmania, www.police.tas.gov.au

- *The Partnerships Analysis Tool*, Vic Health

This document is a resource for establishing, developing and maintaining productive partnerships. In particular, the document contains a tool to enable members of a partnership to rank themselves against key features of a successful partnership. It can be obtained from Vic Health, www.vichealth.vic.gov.au

Document prepared by:

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Department of Police and Public Safety



DEPARTMENT of
POLICE and
PUBLIC SAFETY



*guide help
friendship
partnership working together
closure care*



*partnership community
as a team
friendship closure
working together
community
care guide*