

# **APPENDIX A**

**Research Development and Statistics Directorate typology of  
anti-social behaviour**

## RDS typology of anti-social behaviour

Table 2.1 below sets out the typology of anti-social behaviour. This has been based on a range of anti-social behaviour definitions currently in use, including those detailed in the CDRP Audits (2001) or Strategies (2002) and definitions used in Home Office funded research and by other government departments. It also draws on the experiences of anti-social behaviour identified by respondents in the 2000 British Crime Survey (BCS).

The purpose of the typology is to provide a practical framework and guide to the main categories of behaviour that are widely accepted to be anti-social by both practitioners and the public. The categories are divided into four core areas according to whether they occur in a public space, whether they have a direct or indirect victim and whether the behaviour impacts on the environment. Examples are provided of specific activities, which could fall into each category. The list of examples is not intended to be exhaustive and it is likely that CDRPs and CSPs will be able to identify additional examples based on local experience.

Table 2.1: RDS typology of anti-social behaviour

Misuse of public space	Disregard for community/ personal well-being	Acts directed at people	Environmental damage
Drug/substance misuse & dealing	Noise	Intimidation/harassment	Criminal damage/vandalism
Taking drugs	Noisy neighbours	Groups or individuals making threats	Graffiti
Sniffing volatile substances	Noisy cars/motorbikes	Verbal abuse	Damage to bus shelters
Discarding needles/drug paraphernalia	Loud music	Bullying	Damage to phone kiosks
Crack houses	Alarms (persistent ringing/malfunction)	Following people	Damage to street furniture
Presence of dealers or users	Noise from pubs/clubs	Pestering people	Damage to buildings
Street drinking	Noise from business/industry	Voyeurism	Damage to trees/plants/hedges
Begging	Rowdy behaviour	Sending nasty/offensive letters	Litter/rubbish
Prostitution	Shouting & swearing	Obscene/nuisance phone calls	Dropping litter
Soliciting	Fighting	Menacing gestures	Dumping rubbish
Cards in phone boxes	Drunken behaviour	Can be on the grounds of:	Fly-tipping
Discarded condoms	Hooliganism/loutish behaviour	Race	Fly-posting
Kerb crawling	Nuisance behaviour	Sexual orientation	
Loitering	Urinating in public	Gender	
Pestering residents	Setting fires (not directed at specific persons or property)	Religion	
Sexual acts	Inappropriate use of fireworks	Disability	
Inappropriate sexual conduct	Throwing missiles	Age	
Indecent exposure	Throwing missiles		
Abandoned cars	Climbing on buildings		
Vehicle-related nuisance & inappropriate vehicle use	Impeding access to communal areas		
Inconvenient/illegal parking	Games in restricted/inappropriate areas		
Car repairs on the street/in gardens	Misuse of air guns		
Setting vehicles alight	Letting down tyres		
Joyriding	Hoax calls		
Racing cars	False calls to emergency services		
Off-road motorcycling	Animal-related problems		
Cycling/skateboarding in pedestrian areas/footpaths	Uncontrolled animals		

Source: Research Development and Statistics Directorate

## **APPENDIX B**

- **Multiple Sorting Task cards of 25 anti-social behaviours, instructions, consent forms**
- **Data matrices for the Multiple Sorting Task**

Pilot study  
All participants  
Male year 7  
Female Year 7  
Male Year 9  
Female Year 9  
Offenders  
Non-offenders

- **Multiple Sorting Task Responses for subgroups**

Male year 7  
Female Year 7  
Male Year 9  
Female Year 9

**Multiple Sorting Task cards of 25  
anti-social behaviours**

**&**

**Instructions**



## Consent Form

I am from The University of Liverpool. I want to find out about students like you.  
To do so, please fill **all** in the questions as **honestly** as you can.

The questionnaire is **completely confidential** and you will remain **anonymous**. Your name will only appear on this consent form, and this will be kept separate from the paper you fill out.

Your participation in this project is completely voluntary.

*I consent to my participation in this research study.*

Signature \_\_\_\_\_

Print name \_\_\_\_\_

Date \_\_\_\_\_

**Thank you!**

## Instructions

I would like you to sort these cards.

I want to find out how people your age think about different types of behaviour.

I would like you to look at the following cards and sort them into groups in such a way that all the cards in any group the same to each other in some way and also different from the cards in other groups.

You can put the cards into as many groups as you like.  
Each group must have at least 2 cards in it.

When you have carried out a sorting I'll ask you to tell me your reasons for how you sorted the cards. I will make note of those cards and the reasons you have put them into groups.

Sort the cards based on the sentences on each card and not on the pictures.

**I can read the cards aloud to you to help you sort if you want me to.**

## Multiple Sorting Task

Participant # \_\_\_\_\_

Date \_\_\_\_\_

Researcher name \_\_\_\_\_

### Free Sort

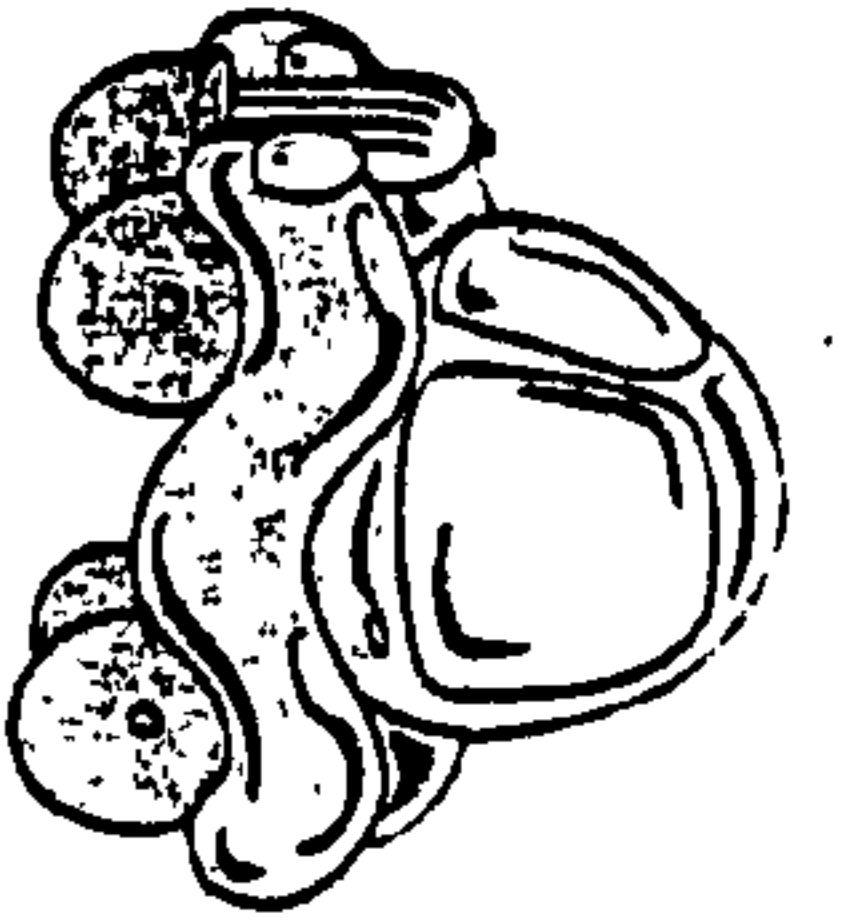
**After task please ask student to fill out below. Make sure they fill out all questions!**

Age \_\_\_\_\_

Year \_\_\_\_\_

Gender: circle MALE FEMALE

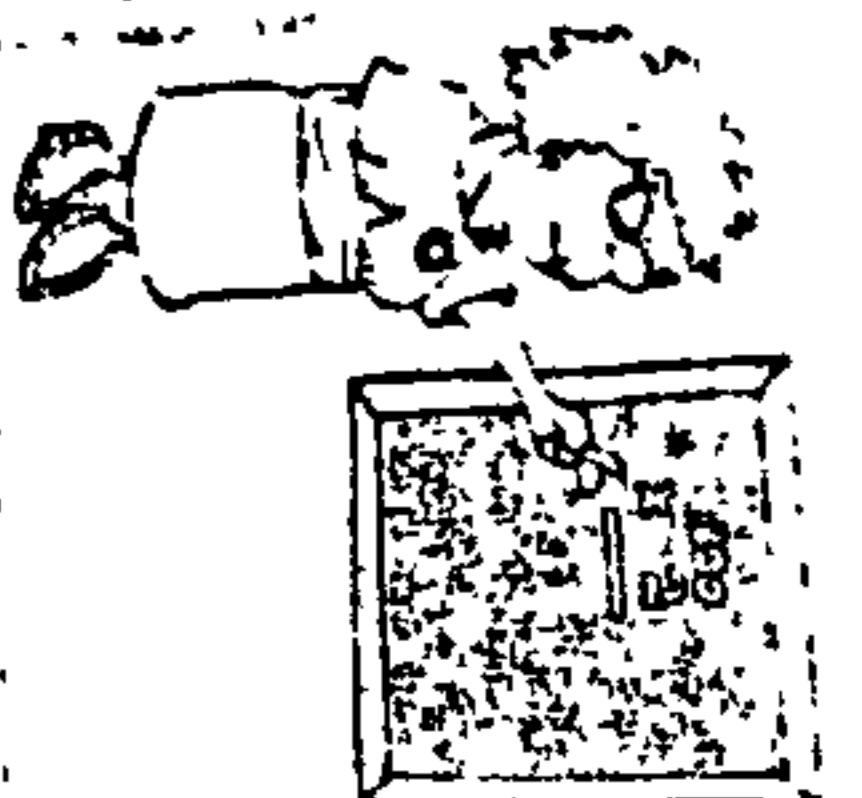
Have you ever been arrested or had a written warning by police? Circle YES NO



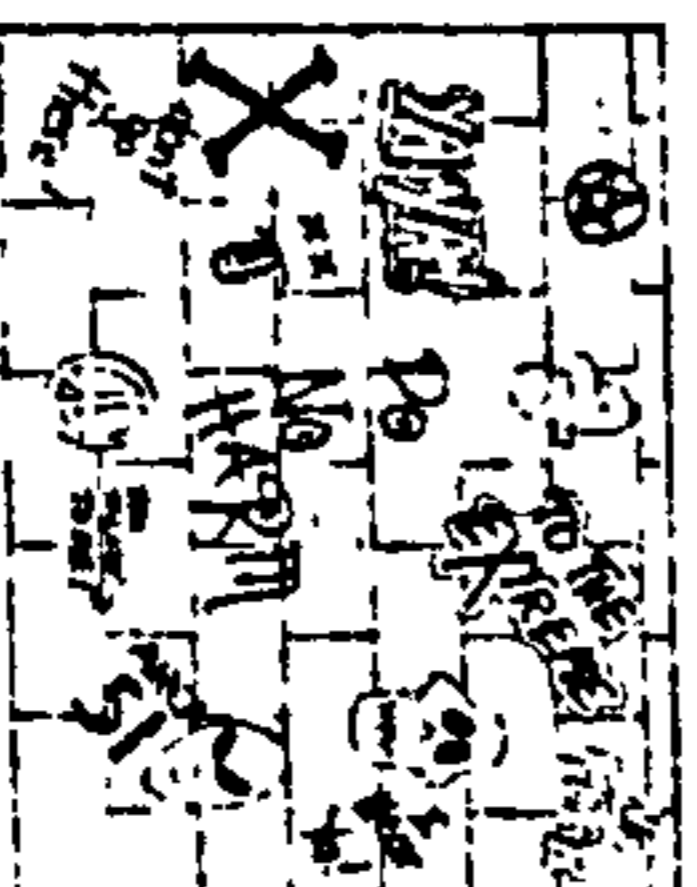
Smash a car window



Throw eggs at a taxi

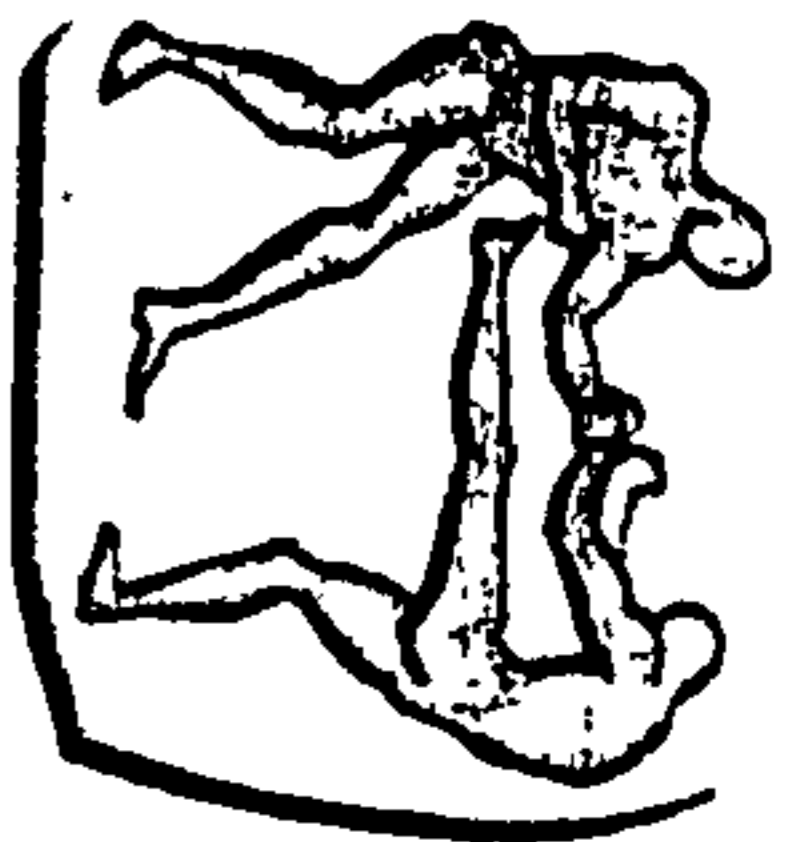


Shouting abuse at a teacher

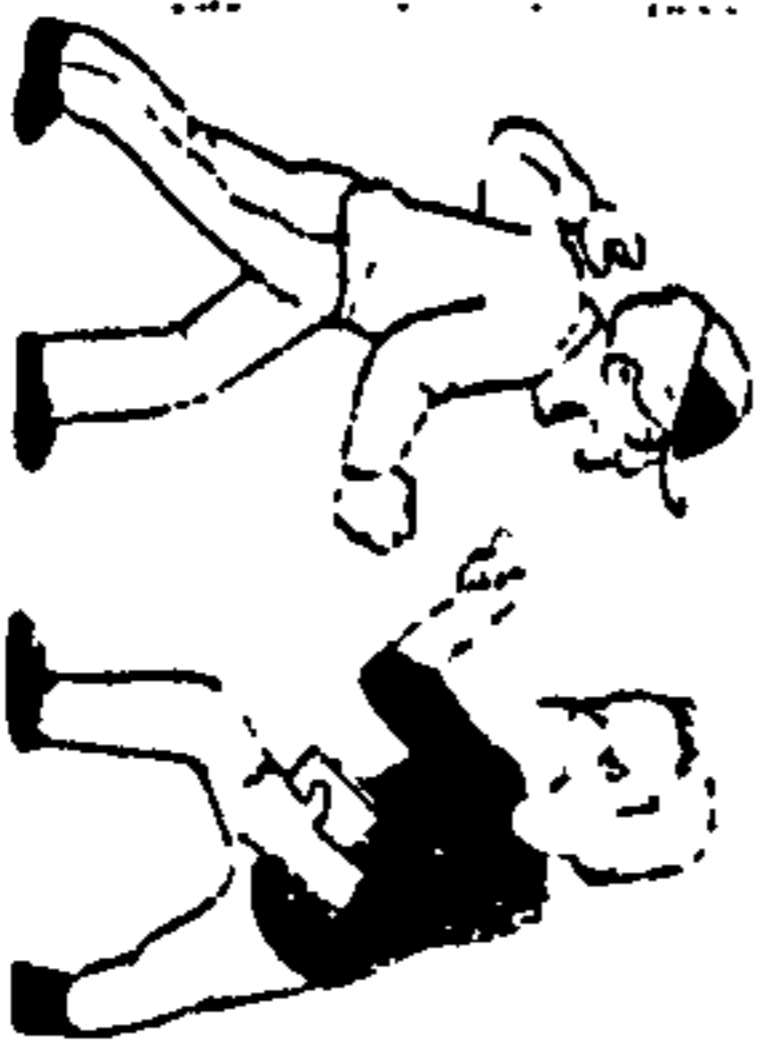


Write graffiti on a neighbours house





Get into a Physical fight with a friend



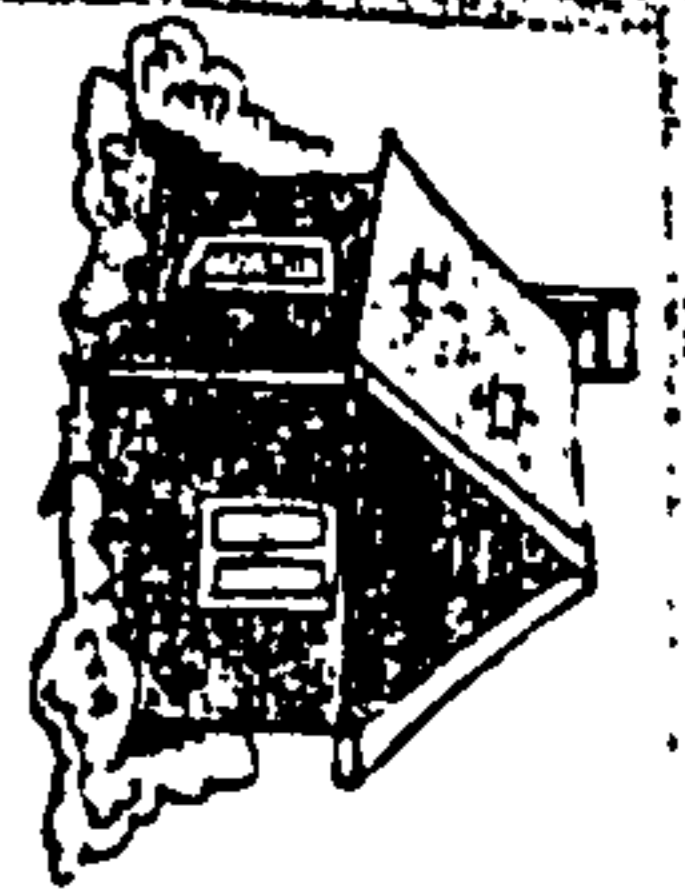
Get into a physical fight with someone on the street



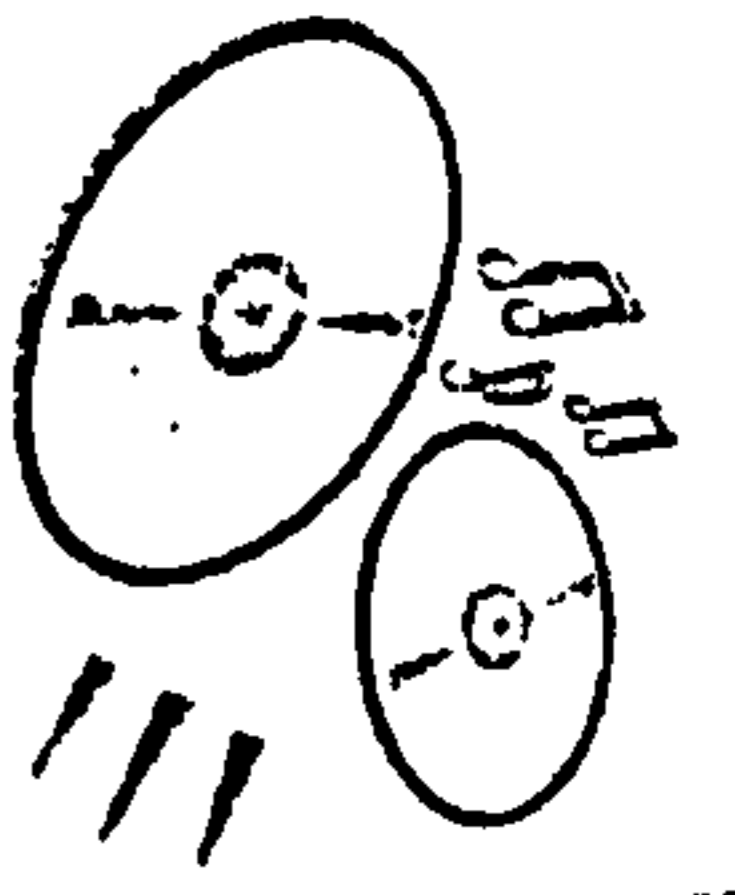
Throwing stones at firemen



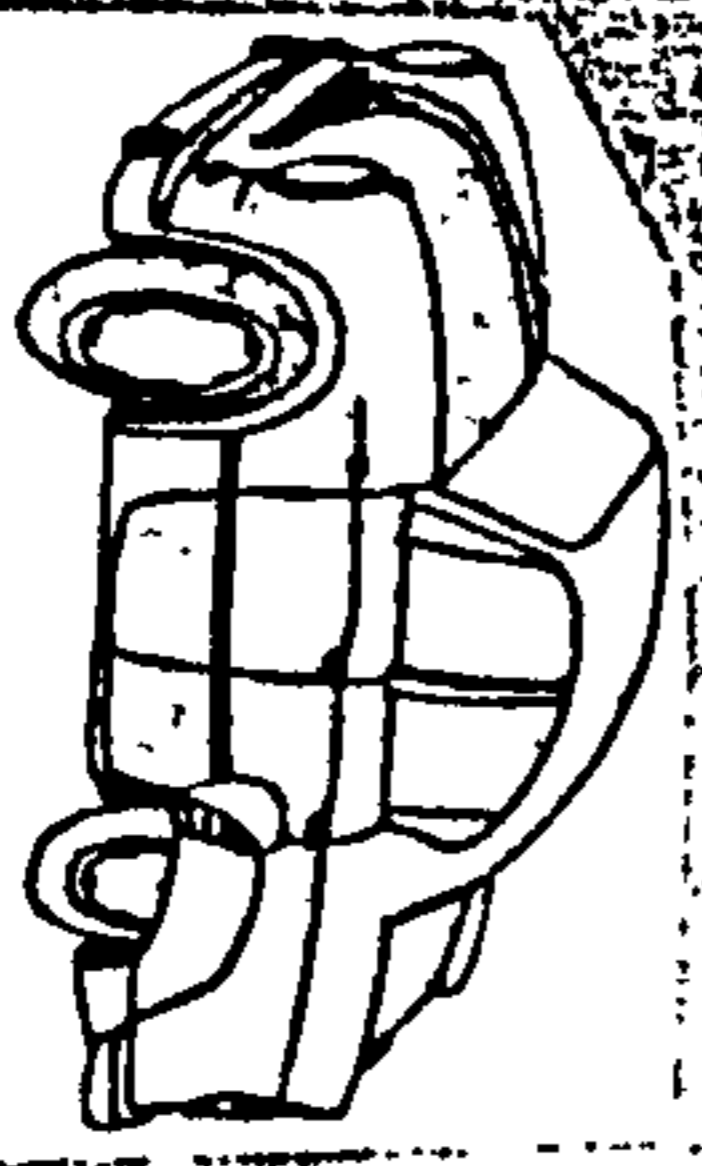
Carry a weapon (knife, gun)



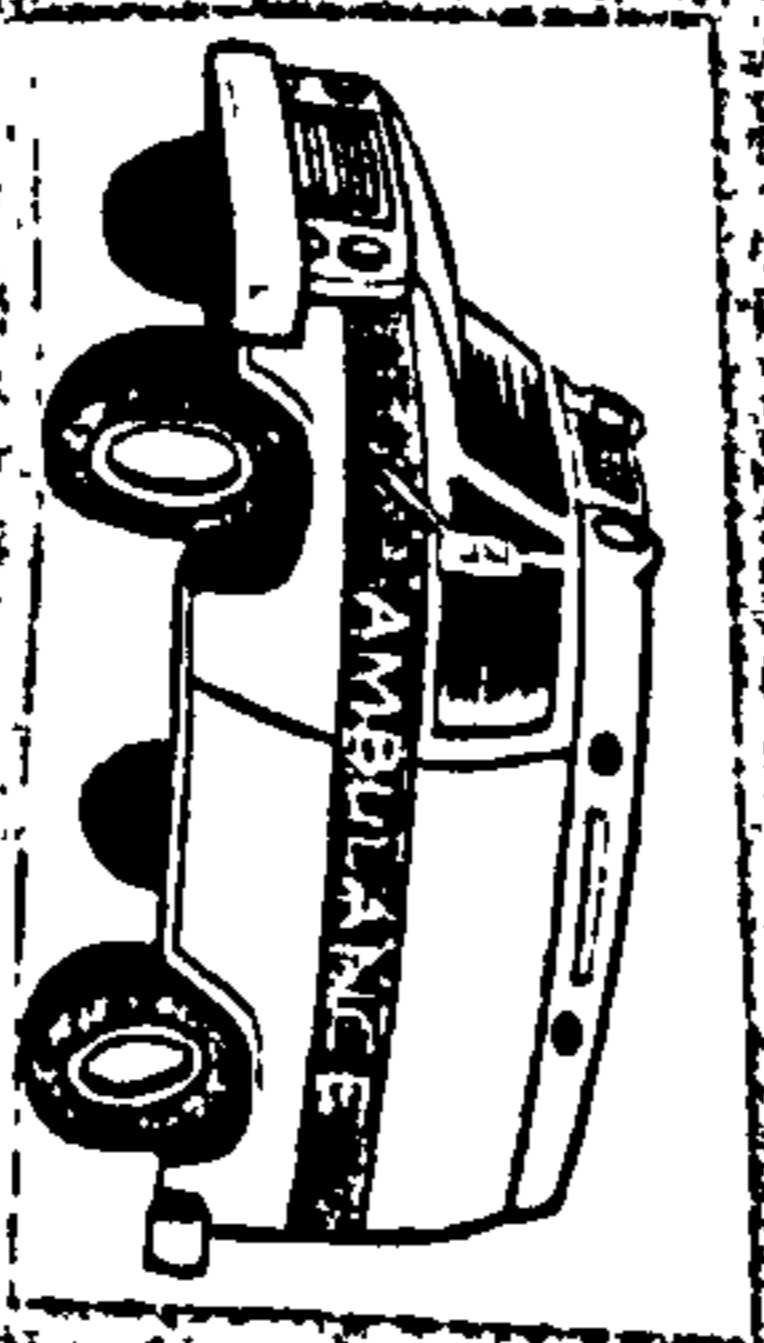
Break into someone's house



Stealing CD from HMV



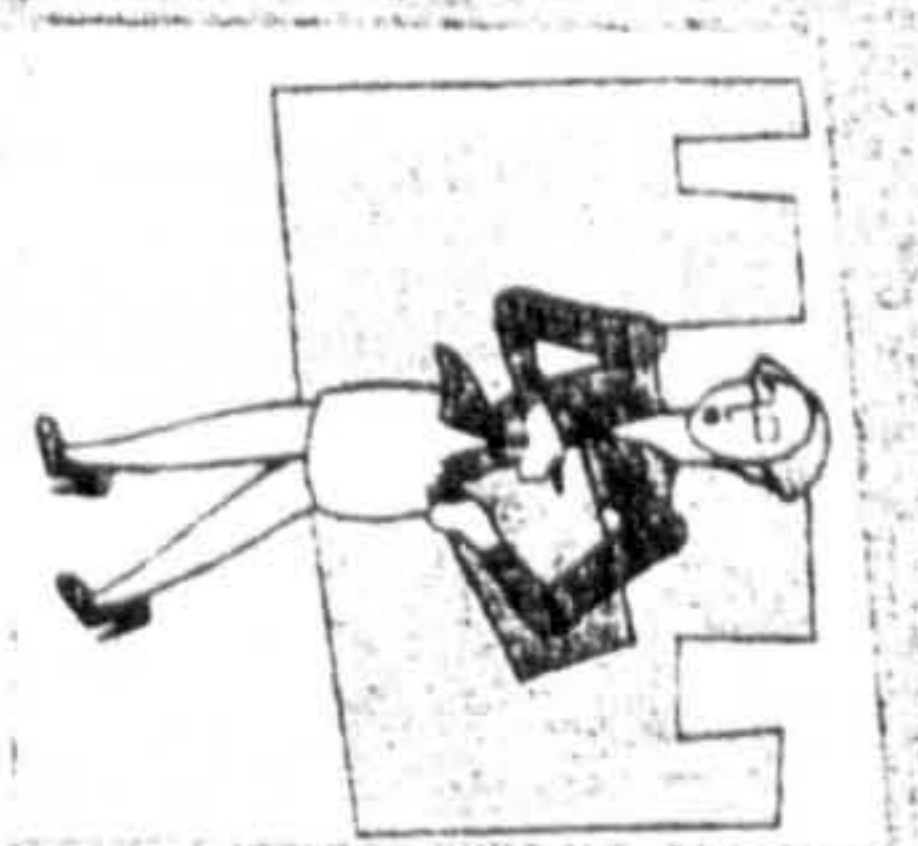
Steal an abandoned car



Take things from an ambulance



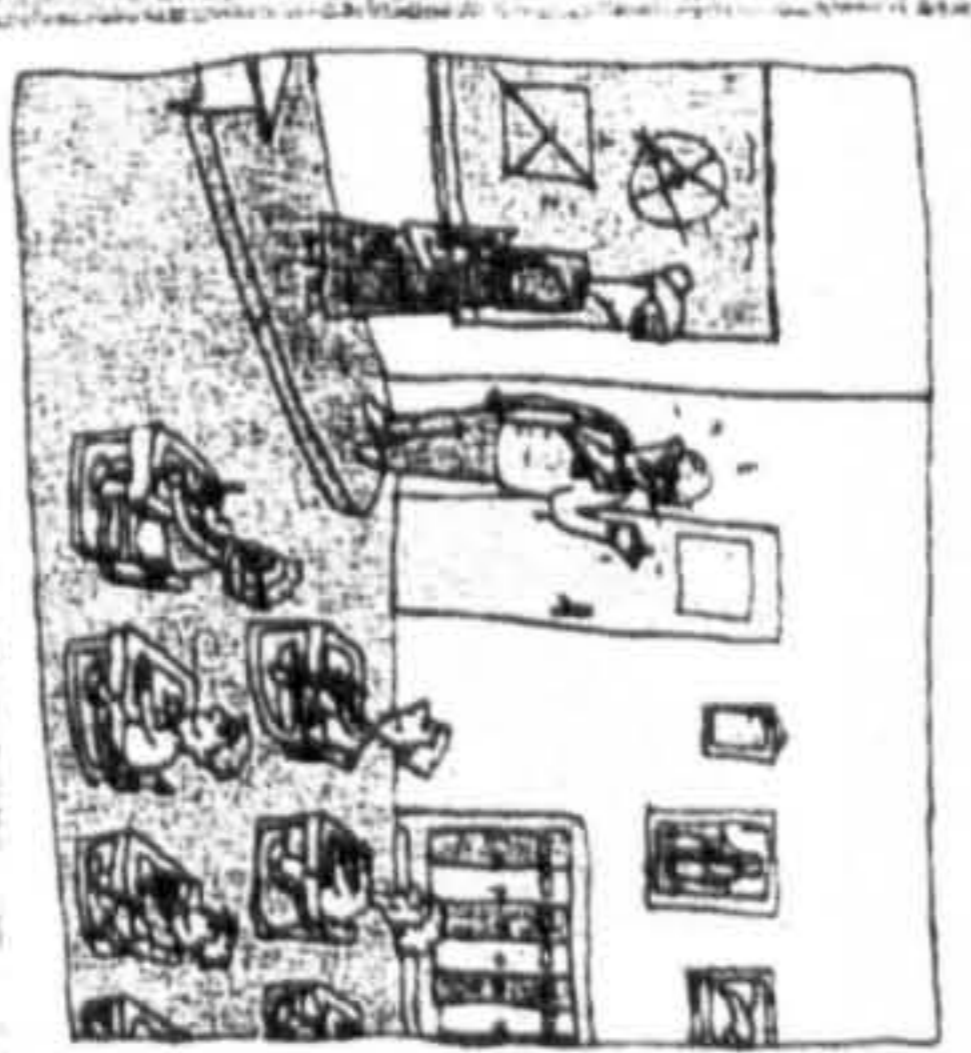
Make bogus 999 calls



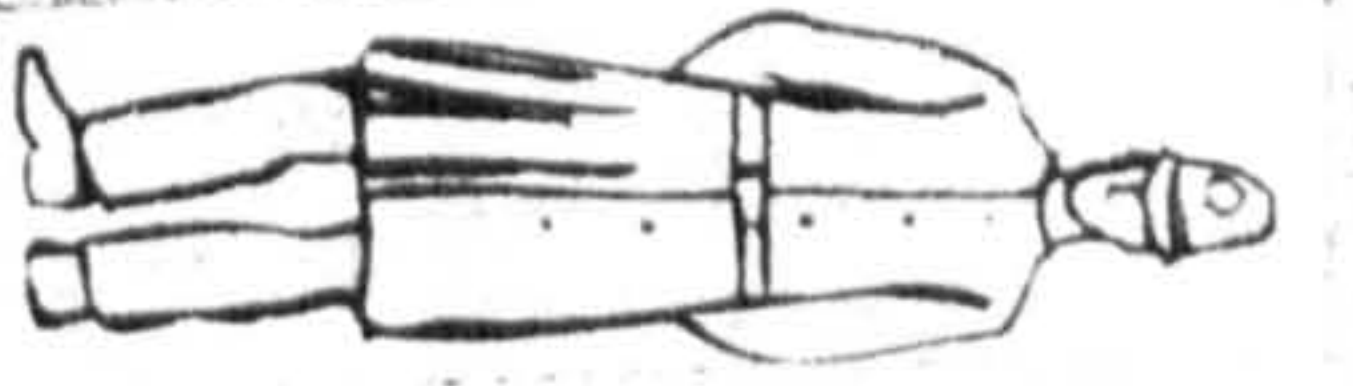
pickpocketing someone on the street



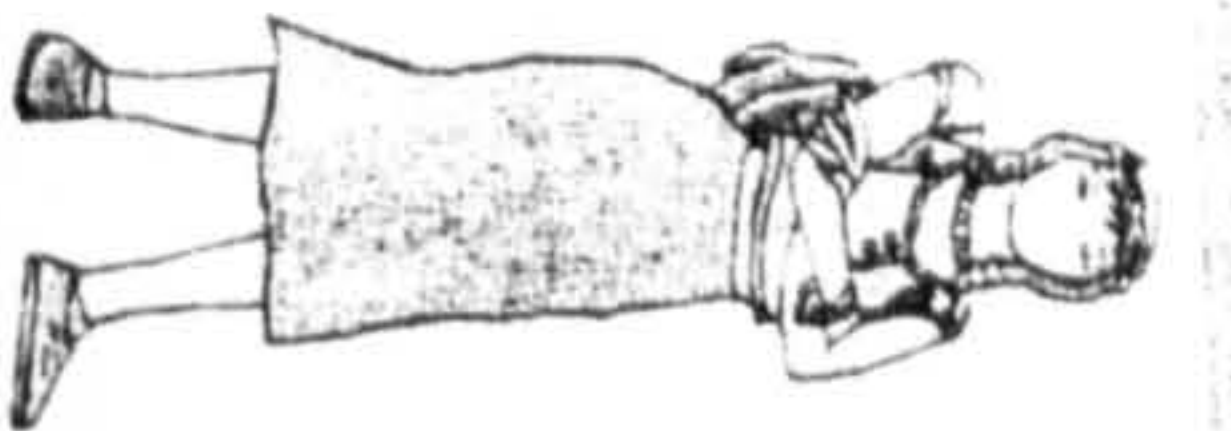
Knick someone's wallet/purse



Skip school to hang out with friends



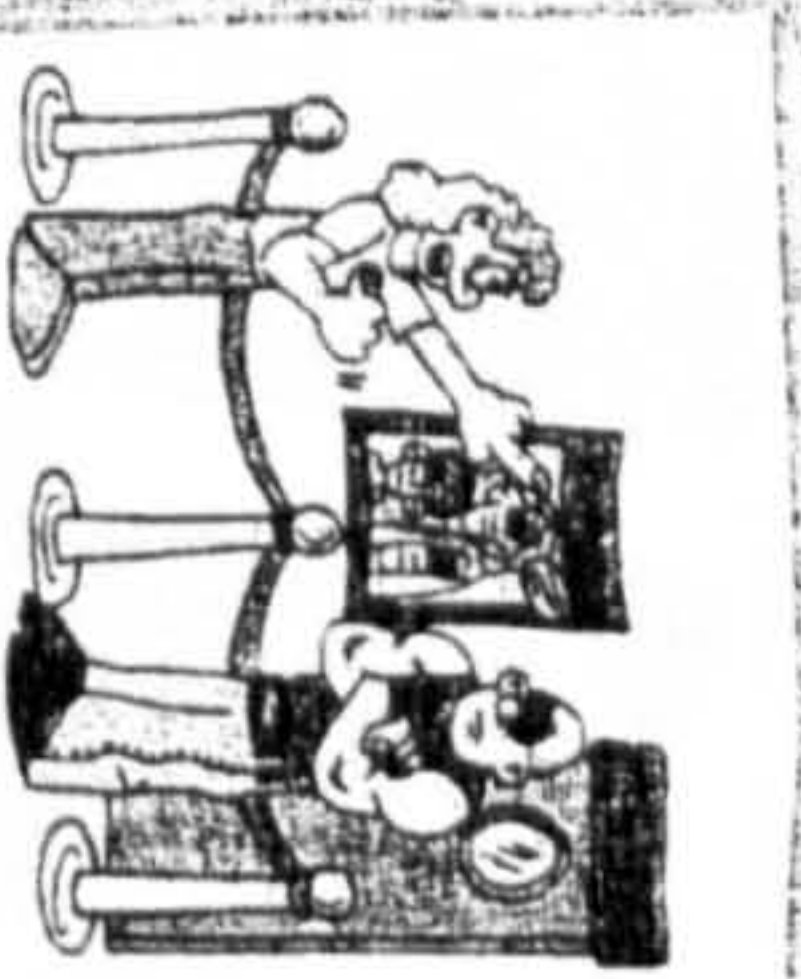
Lie to a policeman



Lie to a close friend



Steal a neighbours car



Lying about age to get into club



Taking money from mom/dad without asking first



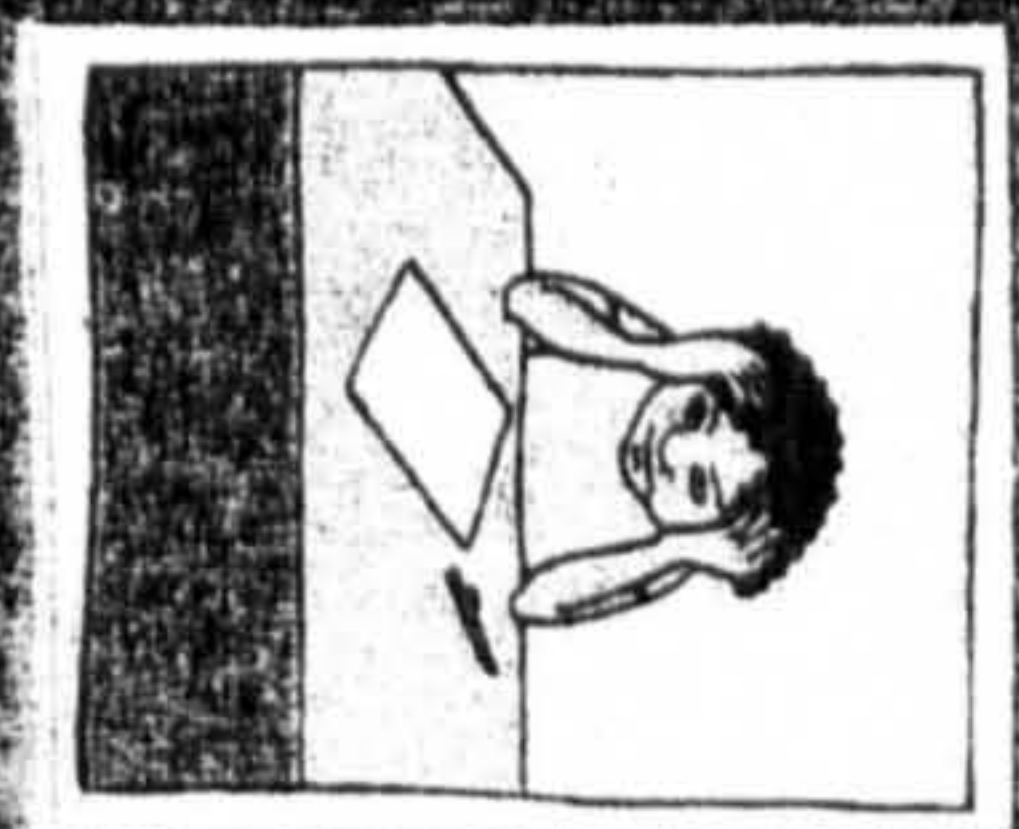
Stealing sweets from your local news shop



Shout abuse at someone walking down the street



Pinch things from a mate



Cheating on an exam

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# Multiple Sorting Task Responses for subgroups of participants

- Male year 7
- Female year 7
- Male year 9
- Female year 9

## **Male Year 7 : Multiple Sorting Task responses**

Each participant (#1-10) response listed under each behaviour

### **Lying about age to get into a club**

1. Not so serious
2. Lying
3. Lying to get out of trouble (unnecessary)
4. Lying to others
5. Lying (All lying is equal, doesn't matter to whom)
6. Lying
7. Lying, (worst to lie to police)
8. Cheating & Lying
9. Lying
10. Lying

### **Stealing a CD from HMV (large record store)**

1. Serious
2. Stealing (most serious, more likely to get caught)
3. Stealing from others
4. Stealing from others or people you know
5. Stealing
6. Thieving things
7. All kinds of stealing
8. Stealing (this is the worst, may be put into jail)
9. Stealing (not people you know)
10. Stealing

### **Shout abuse at someone walking down the street**

1. Not so serious
2. Shouting abuse
3. Shouting abuse at others
4. Hurtful towards people and property
5. Shouting abuse
6. Verbal abuse, language
7. Fighting & arguing
8. Verbal abuse, shouting at people
9. Abuse (fighting & throwing things worse than shouting)
10. Abuse

### **Throwing stones at firemen**

1. Not so serious
2. Could hurt others, fighting
3. Shouting abuse at others
4. Lying to others (firemen & police in similar authority role)
5. Hurting someone
6. Abuse to services (some more serious than others; abuse to fire service and police are very bad because they are supposed to help people)
7. Things mates would force you to do
8. Being stupid, throwing things. Don't get into trouble for all of these
9. Abuse (fighting & throwing things worse than shouting abuse)
10. Vandalism

### **Lie to a close friend**

1. Not so serious
2. Lying
3. Lying to get out of trouble (unnecessary)
4. Lying to others (fireman & police are authority)
5. Lying (all lying is equal no matter to whom)
6. Lying
7. Lying
8. Cheating & Lying
9. Lying
10. Lying

### **Get into a physical fight with someone on the street**

1. Not so serious
2. Could hurt others, fighting
3. Physical abuse, violence
4. Physical abuse towards others
5. Hurting someone
6. Lying
7. Fighting & arguing
8. Getting into fights
9. Abuse (fighting and throwing things worse than shouting abuse)
10. Fighting

### **Get into a physical fight with a friend**

1. Not so serious
2. Could hurt others, fighting
3. Physical abuse, violence
4. Physical violence towards others
5. Hurting someone
6. Lying
7. Fighting & arguing
8. Getting into fights
9. Abuse (fighting & throwing things worse than shouting abuse)
10. Fighting

**Nick someone's wallet/ purse**

1. Serious
2. Stealing (most serious, more likely to get caught)
3. Stealing from others
4. Stealing from others or people you know
5. Stealing
6. Thieving things
7. Fighting & arguing
8. Stealing (this is the worst, may be put into jail)
9. Stealing
10. Stealing

**Shouting abuse at a teacher**

1. Not so serious
2. Shouting abuse
3. Shouting abuse at others
4. Hurtful towards people or property
5. Shouting abuse
6. Verbal abuse, language
7. Fighting & arguing
8. Stealing (this is the worst, may be put into jail)
9. Abuse (fighting & throwing things worse than shouting abuse)
10. Abuse

**Steal a neighbour's car**

1. Serious
2. Stealing (most serious, more likely to get caught)
3. Stealing from others
4. Stealing from others or people you know
5. Stealing
6. Thieving things
7. All kinds of stealing
8. Stealing (this is the worst, may be put into jail)
9. Stealing from people you know (family, etc)
10. Stealing from people you know

**Stealing sweets from your local news shop**

1. Serious
2. Stealing (most serious, more likely to get caught)
3. Stealing from others
4. Stealing from others or people you know
5. Stealing
6. Thieving things
7. All kinds of stealing
8. Stealing (this is the worst, may be put into jail)
9. Stealing
10. Stealing from people you know

### **Pinch things from a mate**

1. Not so serious
2. Stealing (most serious, more likely to get caught)
3. Stealing from others
4. Stealing from others or people you know
5. Stealing
6. Thieving things
7. All kinds of stealing
8. Stealing (this is the worst, may be put into jail)
9. Stealing (from people you know, family, etc)
10. Stealing from people you know

### **Cheating on an exam**

1. Not so serious
2. Lying (this is not exactly lying)
3. Lying to get out of trouble, unnecessary
4. Offences in school
5. School
6. Lying
7. Lying
8. Cheating & Lying
9. Abuse
10. Lying

### **Steal an abandoned car**

1. Serious
2. Stealing (most serious, more likely to get caught)
3. Stealing from others
4. Stealing from others or people you know
5. Stealing
6. Thieving things
7. All kinds of stealing
8. Stealing (this is the worst, may be put into jail)
9. Stealing
10. Stealing

### **Lie to a policeman**

1. Not so serious
2. Lying
3. Lying to get out of trouble-unnecessary
4. Lying to others (police and fire-fighters in authority)
5. Lying (all lying is equal no matter to whom)
6. Lying
7. Lying (bad to lie to a policeman)
8. Cheating & lying
9. Lying
10. Lying

### **Make bogus 999 calls**

1. Not so serious
2. Lying
3. Lying to get out of trouble-unnecessary
4. Lying to others
5. Lying (all lying is equal no matter to whom)
6. Lying
7. Lying
8. Cheating & Lying
9. Lying
10. Lying

### **Smash a car window**

1. Not so serious
2. Lying
3. Attacking personal property
4. Hurtful towards people & property
5. Vandalism
6. Abuse to services (some more serious than others)
7. Vandalism
8. Being stupid, throwing things (don't get into trouble for all of these)
9. Abuse (fighting and throwing things worse than shouting abuse)
10. Vandalism

### **Write graffiti on a neighbour's house**

1. Not so serious
2. Vandalism
3. Lying to get out of trouble, unnecessary
4. Hurtful towards people & property
5. Vandalism
6. Abuse to services (some of these more serious than others)
7. Vandalism
8. Being stupid, throwing things (don't get into trouble for all of these)
9. Abuse (fighting and throwing things worse than shouting abuse)
10. Vandalism

### **Pick-pocketing someone on the street**

1. Not so serious
2. Stealing-most serious, more likely to get caught
3. Stealing from others
4. Stealing from others or people you know
5. Stealing
6. Lying
7. All kinds of stealing
8. Stealing (this is the worst, may be put into jail)
9. Stealing
10. Stealing

**(20) Throw eggs at a taxi**

1. Not so serious
2. Vandalism
3. Attacking personal property
4. Hurtful towards people & property
5. Vandalism
6. Abuse to services (some more serious than others, very bad because they are supposed to help)
7. Vandalism
8. Being stupid, throwing things
9. Abuse (fighting & throwing things worse than shouting abuse)
10. Vandalism

**Skip school to hang out with friends**

1. Serious
2. Lying
3. Lying to get out of trouble, unnecessary
4. Offences in school
5. School
6. Lying
7. Things mates would force you to do
8. Verbal, shouting abuse at people
9. Lying (not exactly lying)
10. Lying

**Taking money from mom/dad without asking first**

1. Serious
2. Stealing (most serious, more likely to get caught)
3. Stealing from others or people you know
4. Stealing
5. thieving things
6. All kinds of stealing
7. Stealing (this is the worst, may be put into jail)
8. Stealing from people you know (family, etc)
9. Stealing
10. Stealing from people you know

**Nick things from an ambulance**

1. Serious
2. Stealing (most serious, more likely to get caught)
3. Stealing from others
4. Stealing from others or people you know
5. Stealing
6. Abuse to services (some more serious than others)
7. All kinds of stealing
8. Stealing (this is the worst, may be put into jail)
9. Stealing
10. Stealing



**Break into someone's house**

1. Serious
2. Stealing (most serious, more likely to get caught)
3. Lying to get out of trouble, unnecessary
4. Stealing from others or people you know
5. Vandalism
6. Thieving things
7. All kinds of stealing
8. Stealing
9. Abuse
10. Stealing

**Carry a weapon (knife, gun)**

1. Serious
2. Could hurt others, fighting
3. Lying to get out of trouble, unnecessary
4. Physical violence towards others
5. Hurting someone
6. Abuse to services (some more serious than others)
7. Vandalism
8. Being stupid, throwing things (don't get in trouble for all)
9. Abuse
10. Fighting

## **Female Year 7 Multiple Sorting Task responses**

Each participant (#1-10) response listed under each behaviour

### **Lying about age to get into a club**

1. Cheating/Lying
2. Lying to others
3. Cheating & lying
4. Lying to others
5. Lying
6. Could hurt someone
7. Not so serious
8. Bad business
9. Lying
10. Lying

### **Stealing a CD from HMV (large record store)**

1. Stealing
2. Taking things that are not yours
3. Stealing
4. taking things that are not yours to take
5. Stealing
6. Get yourself into trouble
7. Serious
8. Stealing
9. Stealing from people you know or don't know
10. Stealing

### **Shout abuse at someone walking down the street**

1. Shouting abuse at people
2. Shouting abuse & bullying
3. Shouting abuse at others
4. Shouting abuse at others
5. Bullying
6. Could upset someone
7. Not as serious
8. Abuse to people
9. Shouting verbal abuse at others
10. Abuse (fighting & shouting)

### **Throwing stones at firemen**

1. Same severity as carrying knife and making bogus 999 calls
2. Doing damage
3. Damage, vandalism, abuse
4. Throwing things
5. Bullying
6. Could upset someone
7. Serious, especially those against police and emergency
8. Abuse to people
9. Throwing things & physical behaviour
10. Abuse (fighting & shouting)

### **Lie to a close friend**

1. Lying to people you shouldn't lie to
2. Cheating & lying
3. Lying & cheating
4. Lying to others
5. Lying to others
6. Could upset someone
7. Not as serious
8. Abuse to people
9. Lying behaviours
10. Lying

### **Get into a physical fight with someone on the street**

1. Fighting
2. Fighting
3. Fighting, bullying, shouting abuse
4. Physical abuse towards others
5. Bullying
6. Could upset someone
7. Serious (especially those against police & emergency)
8. Abuse to people
9. Throwing & Physical behaviour
10. Abuse (fighting, shouting)

### **Get into a physical fight with a friend**

1. Fighting
2. Fighting
3. Fighting, Bullying, shouting abuse
4. Physical abuse towards others
5. Bullying
6. Could upset someone
7. Not as serious
8. Abuse to people
9. Throwing and physical behaviour
10. Abuse (fighting & shouting)

**Nick someone's wallet/ purse**

1. Stealing
2. Stealing
3. Stealing
4. Stealing
5. Stealing
6. Could upset someone
7. Serious (especially those against police & emergency)
8. Abuse to people
9. Stealing from people you know or don't
10. Stealing

**Shouting abuse at a teacher**

1. Shouting abuse at people
2. Shouting abuse & bullying
3. Sighting, bullying, shouting abuse
4. Shouting abuse at others
5. Bullying
6. Could upset someone
7. Not as serious
8. Abuse to people
9. Shouting verbal abuse at others
10. Abuse (fighting, shouting)

**Steal a neighbour's car**

1. Cheating/lying
2. Stealing
3. Stealing
4. Stealing (unnecessary offence)
5. Stealing
6. Could upset someone
7. Serious (especially those against police & emergency)
8. Stealing
9. Stealing from people you know or don't
10. Stealing

**Stealing sweets from your local news shop**

1. Stealing
2. Stealing
3. Stealing
4. taking things that are not yours to take
5. Stealing
6. Get yourself in trouble
7. Not as serious
8. Abuse to people
9. Stealing from people you know or don't
10. Stealing

**Pinch things from a mate**

1. Taking things from other people without asking
2. Stealing
3. Stealing
4. Taking things that are not yours to take
5. Stealing
6. Could upset someone
7. Serious (especially those against police or emergency)
8. Abuse to people
9. Stealing from people you know or don't
10. Stealing

**Cheating on an exam**

1. Cheating/Lying
2. Cheating & lying
3. Lying & cheating
4. Naughty things
5. Lying (card difficult to place, cheating is a bit different than lying)
6. Get yourself into trouble
7. Serious (especially those involving police or emergency)
8. Abuse to people
9. Least serious behaviours
10. Lying (sort of lying, but not exactly the same)

**Steal an abandoned car**

1. Stealing
2. Stealing
3. Stealing
4. Stealing
5. Stealing
6. Get yourself into trouble
7. Serious (especially those involving police or emergency)
8. Stealing
9. Stealing from people you know or don't
10. Stealing

**Lie to a policeman**

1. Cheating & lying
2. Cheating & lying
3. Lying & cheating
4. Doing things you shouldn't do
5. Lying
6. Get yourself into trouble
7. Serious (especially those involving police or emergency)
8. Abuse to people
9. Lying behaviours
10. Lying

### **Make bogus 999 calls**

1. Same severity as throwing stones at firemen & carrying a weapon
2. Cheating & Lying
3. Lying & cheating
4. Lying to others
5. Lying
6. Get yourself into trouble
7. Not as serious
8. Bad business
9. Least serious behaviours
10. Lying

### **Smash a car window**

1. Vandalising
2. Doing damage
3. Damage, vandalism, abuse
4. Throwing things
5. Bullying
6. Could upset someone
7. Serious (especially those involving police or emergency)
8. Abuse to people
9. Intent to cause damage to others or property
10. Stealing

### **Write graffiti on a neighbour's house**

1. Vandalism, graffiti
2. Doing damage
3. Damage, vandalism, abuse
4. Naughty things
5. Bullying
6. Could upset someone
7. Serious (especially those involving police or emergency)
8. Bad business
9. Least serious behaviours
10. Stealing

### **Pick-pocketing someone on the street**

1. Stealing
2. Stealing
3. Stealing
4. Lying to others
5. Stealing
6. Could upset someone
7. Serious (especially those involving police or emergency)
8. Abuse to people
9. Stealing from people you know or don't
10. Stealing

**Throw eggs at a taxi**

1. Vandalism, graffiti
2. Doing damage
3. Damage, vandalism, abuse
4. Throwing things
5. Bullying
6. Could upset someone
7. Not as serious
8. Stealing
9. Throwing & physical behaviour
10. Vandalism, damaging things

**Skip school to hang out with friends**

1. Vandalism, graffiti
2. Cheating & Lying
3. Lying & Cheating
4. Doing thing you shouldn't do
5. Lying
6. Get yourself into trouble
7. Serious (especially those involving police or emergency)
8. Abuse to people
9. Least serious behaviours
10. Lying (sort of lying-a bit different)

**Taking money from mom/dad without asking first**

1. Taking things from other people without asking
2. Stealing
3. Stealing
4. Lying to others
5. Stealing
6. Could upset someone
7. Not as serious
8. Stealing
9. Stealing from people you know or don't
10. Stealing

**Nick things from an ambulance**

1. Stealing
2. Stealing
3. Stealing
4. Taking things that are not yours
5. Stealing
6. Could hurt someone
7. Serious (especially those involving police or emergency)
8. Stealing
9. Stealing from people you know or don't
10. Stealing

**Break into someone's house**

1. Taking things from other people without asking
2. Stealing
3. Stealing
4. Serious things you shouldn't do
5. Stealing
6. Could upset someone
7. Serious (especially those involving police or emergency)
8. Stealing
9. Stealing from people you know or don't
10. Stealing

**Carry a weapon (knife, gun)**

1. Same severity as throwing stones at firemen & making hoax 999 call
2. Doing damage
3. Damage, vandalism, abuse
4. Serious things you shouldn't do
5. Bullying
6. Could hurt someone
7. Not as serious
8. Bad business
9. Intent to cause damage to others or property
10. Abuse (fighting, shouting)



**Male Year 9 : Multiple Sorting Task responses**  
Each participant (#1-10) response listed under each behaviour

**Lying about age to get into a club**

1. Lying
2. Lying
3. Least bad
4. Shouting & lying, abuse
5. Lying
6. Crime, different type
7. Bad
8. Lying
9. Least serious (not serious at all)
10. Lying

**Stealing a CD from HMV (large record store)**

1. Robbing
2. Robbing
3. Least bad
4. Robbing
5. Taking things without asking
6. Stealing
7. Bad
8. Stealing
9. Worst, bad
10. Stealing

**Shout abuse at someone walking down the street**

1. Being sly on other people
2. Giving someone abuse
3. Least bad
4. Shouting & lying, abuse
5. Skitting people
6. Fighting & shouting abuse
7. Bad
8. Bullying
9. Least serious (not serious at all)
10. Shouting abuse

**Throwing stones at firemen**

1. Being sly on other people
2. Throwing & smashing things
3. Worst
4. Graffiti, vandalism
5. Smashing & throwing stuff
6. Crime different type
7. Bad
8. Puts people off job because things thrown at them
9. Bad, worst types of behaviour
10. Throwing things

**Lie to a close friend**

1. Lying
2. Lying
3. Somewhat bad
4. Shouting & lying, abuse
5. Lying
6. Fighting & shouting abuse
7. Bad
8. Lying
9. Least serious (not at all serious)
10. Lying

**Get into a physical fight with someone on the street**

1. Being stupid
2. Fighting
3. Worst kinds of behaviour
4. Fighting
5. Fighting
6. Fighting & shouting abuse
7. Bad
8. Physical things
9. Bad
10. Fighting

**Get into a physical fight with a friend**

1. Lying
2. Fighting
3. Least bad
4. Shouting & lying, abuse
5. Fighting
6. Fighting & shouting abuse
7. Bad
8. Physical things
9. Least serious (not serious at all)
10. Fighting

**Nick someone's wallet/ purse**

1. Robbing
2. Robbing
3. Worst
4. Robbing
5. Stealing
6. Stealing
7. Bad
8. Stealing
9. Bad, Worst behaviours
10. Stealing

### **Shouting abuse at a teacher**

1. Being sly on other people
2. Giving someone abuse
3. Somewhat bad
4. Shouting & lying, abuse
5. Skitting people
6. School
7. Not so good
8. Bullying
9. Least serious (not serious at all)
10. Shouting abuse

### **Steal a neighbour's car**

1. Robbing
2. Throwing & smashing things
3. Somewhat bad
4. Robbing
5. Stealing
6. Car, stealing
7. Bad
8. Stealing
9. Bad, worst behaviours
10. Stealing

### **Stealing sweets from your local news shop**

1. Robbing
2. Robbing
3. Somewhat bad
4. Robbing
5. Stealing
6. Stealing
7. Bad
8. Stealing
9. Bad, worst behaviours
10. Stealing

### **Pinch things from a mate**

1. Robbing
2. Robbing
3. Somewhat bad
4. Robbing
5. Taking things without asking
6. Stealing
7. Bad
8. Stealing
9. Bad, worst behaviours
10. Stealing

**Cheating on an exam**

1. School
2. Lying
3. Somewhat bad
4. Shouting & lying, abuse
5. School
6. Fighting & shouting, abuse
7. Not so good
8. School-related
9. Bad, worst behaviours
10. Lying

**Steal an abandoned car**

1. Robbing
2. Throwing & smashing things
3. Worst
4. Robbing
5. Stealing
6. Cars, stealing
7. Bad
8. Stealing
9. Bad, worst behaviours
10. Stealing

**Lie to a policeman**

1. Lying
2. Lying
3. Worst
4. Shouting & lying, abuse
5. Lying
6. Different type of crime
7. Bad
8. Lying
9. Least serious (not serious at all)
10. Lying

**Make bogus 999 calls**

1. Being stupid
2. Lying
3. Worst
4. Shouting & Lying, abuse
5. Lying
6. Different type of crime
7. Bad
8. Lying
9. Least serious (not serious at all)
10. Lying (linked with breaking into someone's house-unclear)

**Smash a car window**

1. Being sly on other people
2. Throwing & smashing things
3. Somewhat bad
4. Graffiti
5. Lying
6. Cars, stealing
7. Bad
8. Vandalism
9. Bad, worst behaviours
10. Lying

**Write graffiti on a neighbour's house**

1. Being sly on other people
2. Throwing & smashing things
3. Worst
4. Graffiti, vandalism
5. Smashing & throwing things
6. Different type of crime
7. Bad
8. Vandalism
9. Bad, worst behaviours
10. Fighting

**Pick-pocketing someone on the street**

1. Robbing
2. Robbing
3. Least bad
4. Robbing
5. Stealing
6. Stealing
7. Not so good
8. Stealing
9. Bad, worst behaviours
10. Robbing

**Throw eggs at a taxi**

1. Being sly on other people
2. Throwing & smashing things
3. Least bad
4. Graffiti, vandalism
5. Smashing & throwing
6. Cars, stealing
7. Bad
8. Puts people off their job by having things thrown at them
9. Bad, worst behaviours
10. Throwing things

**Skip school to hang out with friends**

1. School
2. Lying
3. Worst
4. Shouting & lying, abuse
5. School
6. School
7. Bad
8. School-related
9. Bad
10. Lying

**Taking money from mom/dad without asking first**

1. Robbing
2. Robbing
3. Worst
4. Robbing
5. Taking things without asking
6. Stealing
7. Bad
8. Stealing
9. Bad, worst behaviours
10. Stealing

**Nick things from an ambulance**

1. Robbing
2. Robbing
3. Somewhat bad
4. Robbing
5. Stealing
6. Cars, stealing
7. Bad
8. Stealing
9. Bad, worst behaviours
10. Stealing

**Break into someone's house**

1. Robbing
2. Robbing
3. Somewhat bad
4. Robbing
5. Smashing & throwing
6. Stealing
7. Bad
8. Stealing
9. Bad, worst behaviours
10. Lying (linked with hoax 999 call-unclear)

**Carry a weapon (knife, gun)**

1. Being sly on other people
2. Fighting
3. Worst behaviours
4. Fighting
5. Fighting
6. Different type of crime
7. Bad
8. Physical behaviours
9. Least serious (not serious at all)
10. Lying

## **Female Year 9: Multiple Sorting Task responses**

Each participant (#1-10) response listed under each behaviour

### **Lying about age to get into a club**

1. Not that bad
2. Telling lies
3. Lying
4. Lying to the law
5. Affects friends or done with friends
6. Lying
7. Lying to people or friends
8. Stealing
9. Involves friends
10. Sly, nasty, disrespectful

### **Stealing a CD from HMV (large record store)**

1. Bad
2. Stealing
3. Stealing
4. Stealing
5. Bob/break in
6. Stealing
7. Stealing or vandalising, things that affect other people
8. Being abusive or violent towards self, friends, neighbours (people you know)
9. Robbing
10. Really bad

### **Shout abuse at someone walking down the street**

1. Not that bad
2. Abusive language
3. Shouting abuse
4. Abuse
5. Abuse
6. Abuse & fighting
7. Shouting abuse at others
8. Shouting at people you may not know or meet everyday
9. Fighting
10. Not as bad



**Throwing stones at firemen**

1. Bad
2. Throwing things
3. Throwing
4. Abuse
5. Offend police & others
6. Abuse & fighting
7. Physical abuse towards others
8. Shouting, stealing from people you may not know or may not see everyday
9. Throwing things
10. Not as bad

**Lie to a close friend**

1. Not that bad
2. Lying
3. Lying
4. Affects friends/with friends
5. Lying
6. Lying to people, friends
7. Taking things from others that are not yours
8. Lying
9. Friends
10. Sly, nasty, disrespectful

**Get into a physical fight with someone on the street**

1. Not that bad
2. Fighting
3. Fighting
4. Abuse
5. Abuse
6. Abuse & fighting
7. Shouting abuse at others
8. Shouting, stealing from people you may not know or may not see everyday
9. Being naughty
10. Really bad

**Get into a physical fight with a friend**

1. Not that bad
2. Fighting
3. Fighting
4. School
5. Affects friends, done with friends
6. Abuse & fighting
7. Physical abuse towards others
8. Abusive or violent towards yourself, friends, neighbours (people you know)
9. Friends
10. Sly, nasty, disrespectful

### **Nick someone's wallet/ purse**

1. Bad
2. Stealing things
3. Stealing from people personally
4. Abuse
5. Rob/ break in
6. Abuse & fighting
7. Stealing or vandalising –affects others
8. Stealing, taking things from others that are not yours
9. Robbing
10. Really bad

### **Shouting abuse at a teacher**

1. Not that bad
2. Abusive language
3. Shouting abuse
4. School
5. Abuse
6. Abuse & fighting
7. Shouting abuse at others
8. Shouting & stealing from people may not know or may not see everyday
9. Fighting
10. Not as bad

### **Steal a neighbour's car**

1. Bad
2. Stealing things
3. Damaging or stealing cars
4. Abuse
5. Rob/ break-in
6. Stealing
7. Stealing, vandalising-affects other people
8. All concern being abuse or violent towards people you know (self, friends, neighbours)
9. Robbing
10. Sly, nasty, disrespectful

### **Stealing sweets from your local news shop**

1. Not that bad
2. Stealing things
3. Stealing things
4. Stupid things
5. Affects friends or done with friends
6. Stealing
7. Stealing or vandalising-affects others
8. All concern being abusive or violent towards people you know (self, friends, neighbours)
9. Robbing
10. Really bad

### **Pinch things from a mate**

1. Not that bad
2. Stealing things
3. Stealing from people personally
4. Abuse
5. Affects friends or done with friends
6. Stealing
7. Stealing or vandalism-both affect other people
8. Being abusive or violent towards people you know (self, friends, neighbours)
9. Friends
10. Sly, nasty, disrespectful

### **Cheating on an exam**

1. Bad
2. Telling lies, lying
3. School related crime
4. School
5. Abuse
6. Lying
7. Usually things every teenager does
8. Being abusive or violent towards people you know (self, friends, neighbours)
9. Being naughty
10. Stuff everyone does

### **Steal an abandoned car**

1. Bad
2. Telling lies, lying
3. Damaging or stealing cars
4. Stealing
5. Rob, break in
6. Stealing
7. Stealing or vandalising-affects others
8. Shouting, stealing from people you may not know or may not see everyday
9. Robbing
10. Really bad

### **Lie to a policeman**

1. Not that bad
2. Telling lies, lying
3. Lying
4. Lying to the law
5. Offend police & others
6. Lying
7. Lying
8. Shouting, stealing from people you may not know or may not see everyday
9. Lying
10. Really bad

**Make bogus 999 calls**

1. Bad
2. Telling lies, lying
3. Lying
4. Stupid things
5. Offend police & others
6. Abuse & fighting
7. Things usually every teenager does
8. Shouting, stealing from people you may not know or may not see everyday
9. Being naughty
10. Stuff everyone does

**Smash a car window**

1. Not that bad
2. Vandalising
3. Damaging other people's property
4. Abuse
5. Rob/break in
6. Abuse & fighting
7. Stealing or vandalising homes-affects other people
8. Stealing from people you may not know or may not see everyday
9. Being naughty
10. Really bad

**Write graffiti on a neighbour's house**

1. Bad
2. Telling lies, lying
3. Damaging other people's property
4. Abuse
5. Affects friends or done with friends
6. Abuse
7. Things usually every teenager does
8. Shouting, stealing from people you may not know or may not see everyday
9. Being naughty
10. Sly, nasty, disrespectful

**Pick-pocketing someone on the street**

1. Bad
2. Stealing things
3. Stealing from people personally
4. Abuse
5. Affects friends or done with friends
6. Stealing
7. Stealing or vandalising homes-affects other people
8. Stealing, taking things from others
9. Robbing
10. *Sly, nasty, disrespectful*

**Throw eggs at a taxi**

1. Not that bad
2. Throwing things
3. Throwing things
4. Abuse
5. Rob, break-in
6. Abuse & fighting
7. Throwing things at people you should have respect for
8. Shouting, stealing from people you may not know or may not see everyday
9. Throwing things
10. Really bad

**Skip school to hang out with friends**

1. Bad
2. Telling lies, lying
3. School-related crime
4. School
5. Abuse
6. Lying
7. Usually every teenager does these things
8. Being abusive or violent towards people you know (self, friends, neighbours)
9. Friends
10. Stuff everyone does

**Taking money from mom/dad without asking first**

1. Not that bad
2. Stealing things
3. Stealing from people
4. Abuse
5. Affects friends, done with friends
6. Stealing
7. Stealing or vandalising homes-affects others
8. Stealing, taking things that are not yours
9. Robbing
10. Sly, nasty, disrespectful

**Nick things from an ambulance**

1. Not that bad
2. Stealing things
3. Stealing things
4. Abuse
5. Rob/ break-in
6. Stealing
7. Stealing or vandalising-affects others
8. Shouting, stealing from people you may not know or may not see everyday
9. Robbing
10. Really bad

**Break into someone's house**

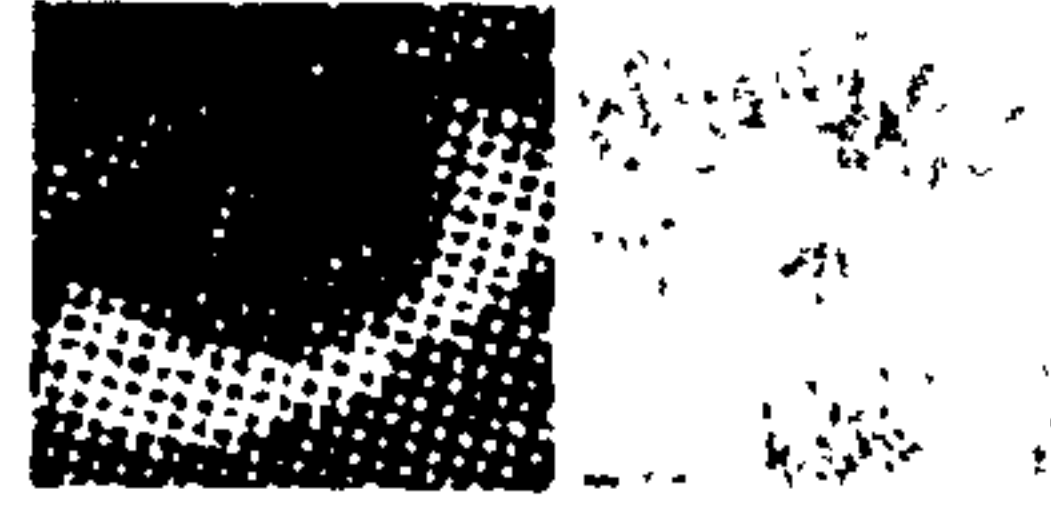
1. Bad
2. Stealing things
3. Damaging other's property
4. Abuse
5. Rob/ break-in
6. Stealing
7. Stealing or vandalising homes-affects others
8. Shouting, stealing from people you may not know or may not see everyday
9. Robbing
10. Really bad

**Carry a weapon (knife, gun)**

1. Bad
2. Vandalising
3. Damage
4. Lying to the law
5. Offend police and others
6. Abuse & fighting
7. Usually every teenager does these things
8. Shouting, stealing from people you do not know or do not see everyday
9. Being naughty
10. Not as bad

## **APPENDIX C**

**Questionnaire: Attitudes towards anti-social  
behaviour**



## Research Consent Form

We are from The University of Liverpool

We want to find out about young people like you.

To tell us about you, please fill **all** in the questions as **honestly** as you can.

The questionnaire is **completely confidential** and respondents will remain **anonymous**. Your name will only appear on this consent form, and this will be kept separate from the material obtained from your interview.

Your participation in this project is completely voluntary.

If you have any question about the research project, please feel free to during he interview.

*I consent to my participation in this research study.*

Signature -----

Name  
-----

Date  
-----

ID

LID



	<b>Strongly Agree</b>	<b>Agree</b>	<b>Not Agree and not Disagree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Missing data</b>
1. Pinching things from people in your area is not fair	65% (107)	21% (34)	4% (7)	4% (6)	4% (7)	2% (4)
2. It is ok to nick things from big shops because it doesn't hurt anyone	4% (6)	8% (13)	9% (14)	31% (51)	46% (75)	3% (5)
3. You shouldn't pick on someone when they are upset	55% (91)	24% (39)	6% (10)	4% (7)	7% (12)	3% (5)
4. You should always try not to hurt anyone's feelings	44% (72)	38% (62)	10% (17)	3% (5)	2% (4)	3% (5)
5. Its ok to nick parts off expensive cars	3% (5)	4% (6)	6% (10)	30% (49)	55% (90)	3% (5)
6. If your family trusts you, its wrong to lie to them	37% (61)	41% (67)	13% (22)	3% (5)	3% (5)	3% (5)
7. Pinching things from your mates is not on	73% (120)	14% (23)	2% (4)	1% (2)	6% (9)	3% (7)
8. Its ok to pick on someone who can stand up for themselves	3% (5)	8% (13)	13% (21)	31% (51)	43% (70)	3% (5)
9. Its ok for a man to hit his wife if she has been stealing his money	2% (3)	1% (1)	10% (17)	18% (29)	66% (109)	4% (6)
10. Everyone should have a gun	1% (1)	4% (6)	10% (16)	18% (30)	64% (106)	4% (6)
11. If someone is stupid enough to believe a lie you tell them, its their own fault	4% (6)	13% (21)	25% (41)	24% (39)	32% (53)	3% (5)
12. If someone does something to hurt you, you should hurt them back twice as much	10% (17)	16% (26)	20% (33)	29% (48)	21% (35)	4% (6)
13. Fighting with other kids around here is wrong	29% (48)	32% (52)	16% (27)	12% (19)	9% (14)	3% (5)
14. Its ok to hit a student in town if they are really asking for it	7% (11)	15% (25)	19% (32)	22% (36)	34% (56)	3% (5)
15. I'd help a posh kid if I could see he was in trouble	35% (58)	41% (68)	13% (21)	4% (6)	4% (7)	3% (5)
16. Its ok to pretend your phone got nicked so you can get a better one on the insurance	2% (4)	7% (11)	17% (28)	34% (56)	36% (60)	4% (6)
17. Sometimes it is right for a man to hit a woman	2% (4)	2% (4)	13% (22)	13% (22)	64% (106)	4% (7)
18. Its ok to lie to the social because its everyone's money anyway	2% (3)	6% (9)	12% (20)	32% (52)	45% (74)	4% (7)
19. If you can get away with it, its alright to lie to your family	2% (3)	2% (4)	12% (19)	38% (62)	42% (70)	4% (7)
20. So long as you don't get caught, nicking things from big shops is ok	1% (1)	6% (10)	9% (15)	29% (48)	52% (86)	3% (5)
21. So long as no one hears about it, its ok to take stuff from people near where you live	11% (18)	24% (39)	30% (50)	16% (27)	15% (24)	4% (7)

	Strongly Agree	Agree	Not Agree and not Disagree	Disagree	Strongly Disagree	Missing data
22. I wouldn't hit a mate even if they hit me first	15% (24)	16% (27)	30% (50)	24% (39)	11% (18)	4% (7)
23. Its ok to nick stuff because people are insured	1% (2)	2% (3)	7% (12)	36% (60)	49% (81)	4% (7)
24. People like us should stick together if the police start asking questions	10% (17)	20% (33)	28% (46)	19% (31)	17% (28)	6% (10)
25. Its ok to nick a rich kid's phone because their parents will replace it	2% (3)	4% (6)	5% (8)	34% (56)	50% (83)	6% (9)
26. Lying to the police is ok	7% (11)	8% (13)	15% (25)	29% (48)	36% (60)	5% (8)
27. People who are not from around here should not be trusted	4% (6)	9% (15)	17% (28)	27% (45)	36% (60)	7% (11)
28. If you make a promise you must always keep it	29% (48)	37% (61)	24% (40)	2% (4)	3% (5)	4% (7)
29. Its funny when you hear about police getting seriously hurt on the job	6% (9)	5% (8)	12% (19)	25% (41)	49% (81)	4% (7)
30. If someone has a go at you its weak not to answer back	11% (18)	25% (41)	21% (34)	26% (42)	14% (23)	4% (7)
31. Its ok to shop a mate if it means you get out of trouble	2% (2)	2% (3)	22% (37)	31% (51)	38% (63)	6% (9)
32. Its not doing crime that is wrong, its getting caught	2% (4)	6% (9)	7% (11)	30% (50)	49% (81)	7% (10)
33. If you really want to, its ok to break a promise to your Mum or Dad	4% (7)	6% (10)	20% (33)	42% (70)	23% (38)	4% (7)
34. It is only ok to hit someone if they actually hit you first	14% (23)	30% (49)	26% (42)	16% (26)	10% (17)	5% (8)
35. Sometimes its good to get violent just to show people that they shouldn't mess with you	5% (8)	12% (19)	21% (34)	32% (52)	27% (45)	4% (7)
36. Losing your temper shows that you have feelings	11% (18)	31% (51)	24% (40)	15% (25)	14% (23)	5% (7)
37. Sometimes you need to hit someone if they are getting too big for their boots	8% (13)	13% (21)	21% (35)	27% (44)	27% (44)	5% (8)
38. It is never right to take stuff that doesn't belong to you	41% (68)	33% (54)	10% (17)	7% (12)	4% (6)	5% (8)
39. If people just leave stuff around its ok to help yourself	1% (2)	4% (6)	10% (17)	41% (68)	39% (64)	5% (8)
40. So long as you don't get caught its ok to lie to the social	2% (3)	4% (6)	14% (23)	33% (54)	42% (70)	6% (9)
41. So long as nobody finds out, its ok to take stuff that doesn't belong to you	1% (1)	4% (6)	8% (13)	36% (60)	47% (77)	5% (8)
42. There is nothing wrong with being violent so long as you don't get into trouble with the law	2% (3)	6% (10)	13% (21)	30% (50)	44% (73)	5% (8)
43. So long as you don't get caught its ok to pretend to the insurance company that your phone was nicked	1% (2)	7% (11)	16% (26)	30% (49)	41% (68)	6% (9)

## **APPENDIX D**

Data matrix for participant attitude responses

(Attitudes towards anti-social behaviour questionnaire)





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Q37	Q38	Q39	Q40	Q41	Q42	Q43
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# **APPENDIX E**

**Fire Safe Young Citizen Programme Workbook**



Merseyside  
**FIRE & RESCUE  
SERVICE**



proudly present

# FLOYD, JAKE AND THE M.T. HEADS





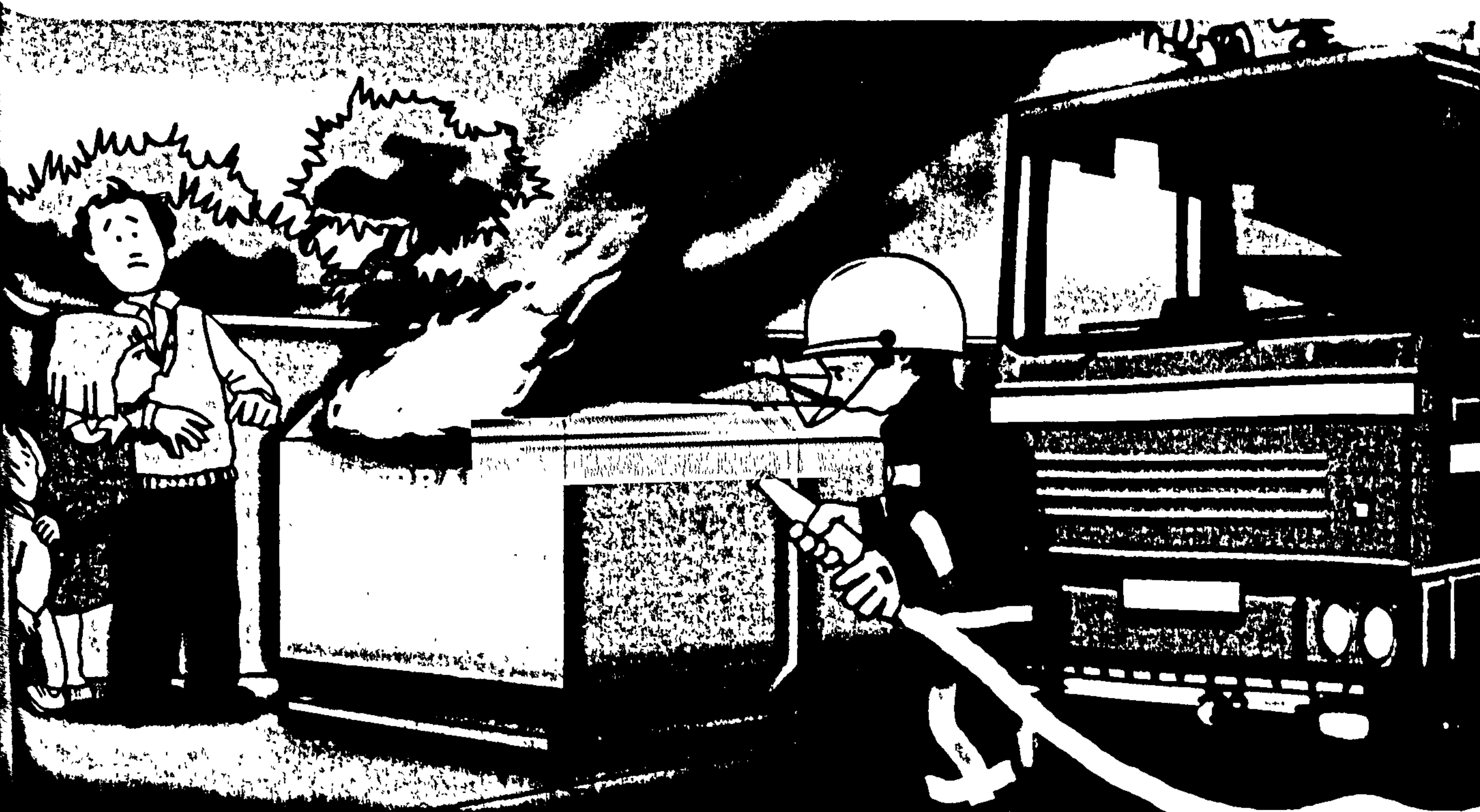
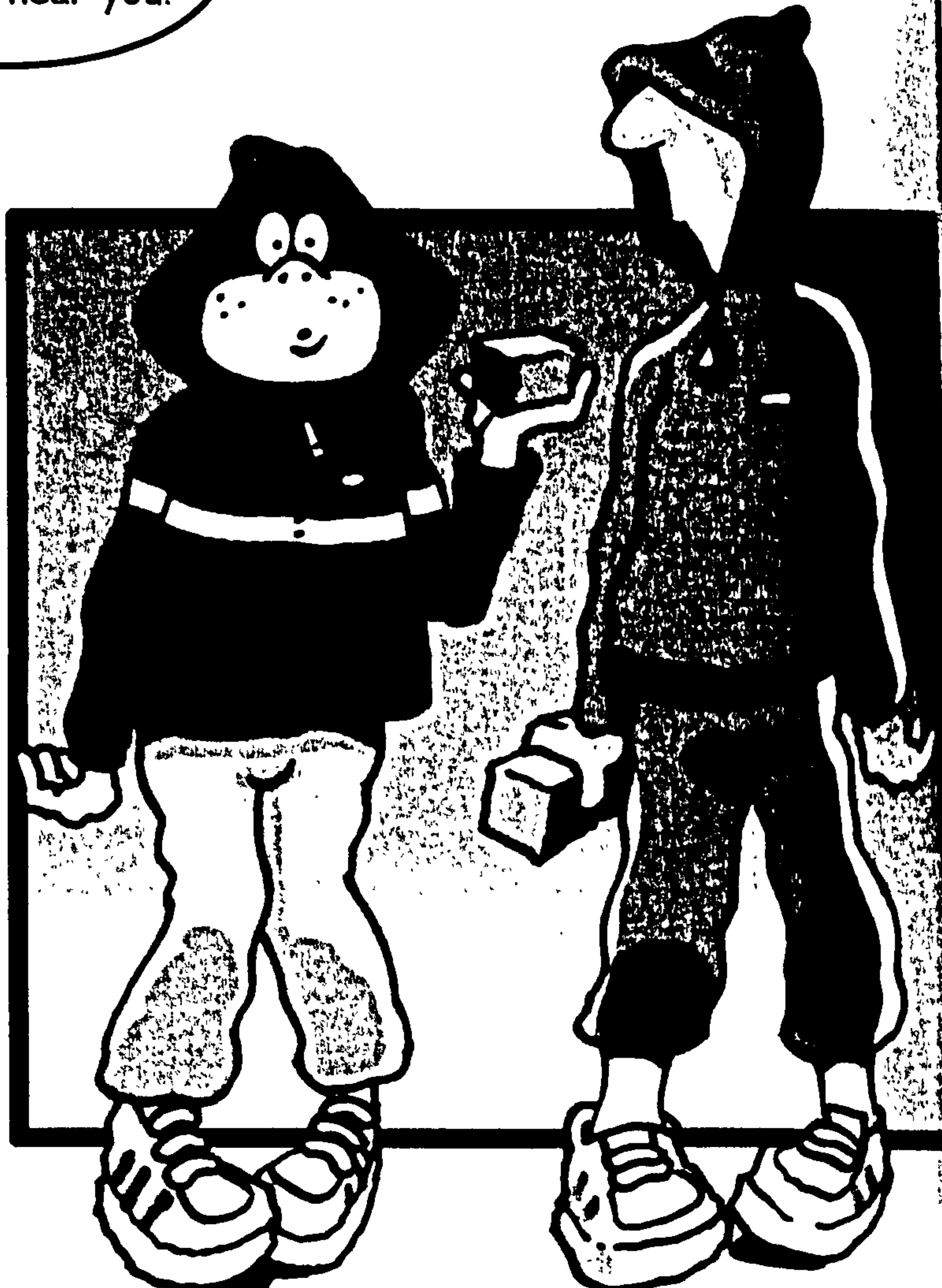
This is a story  
about two boys  
who live near you!

## The M. T. HEADS

Macca and Tommo were great mates and loved to hang around together. At home they were as good as gold and their Mum's were very proud of them. Outside their home however, things were a bit different. They would do just about anything for a good laugh and never thought of the effect it might have on other people.

One day they were walking past a paperbank and Macca decided to throw a match in for a laugh. Within minutes somebody had phoned the FIRE SERVICE and the FIRE ENGINE turned up, two tone horns sounding and lights flashing, it was quite a scene.

"The FIREES are here!" shouted Tommo and they both laughed their heads off at all the fuss. The people close by were looking quite worried, but it didn't bother the M. T. HEADS.



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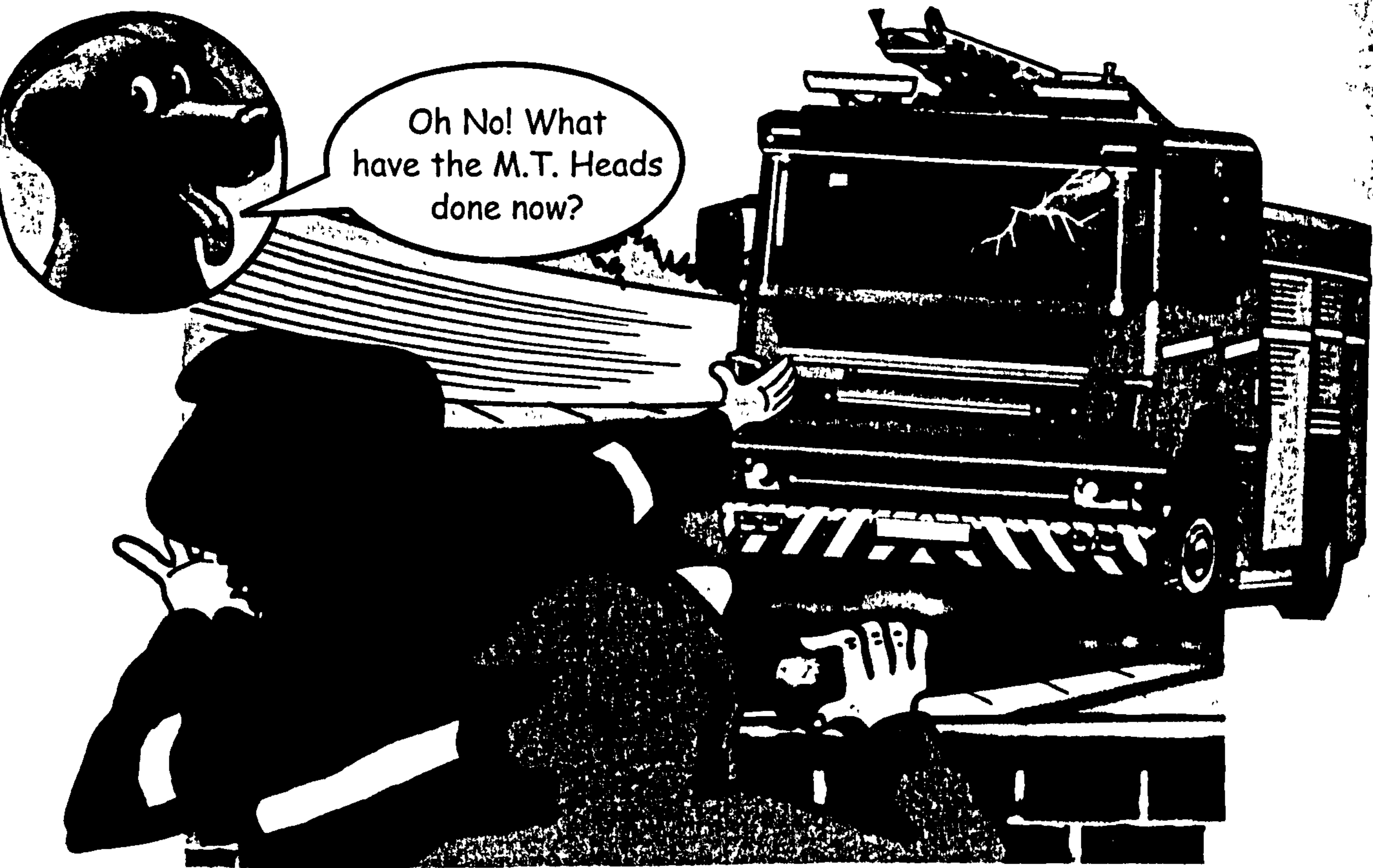


Very next day Macca decided that it was Tommo's  
to do something exciting. "Go on it's your turn  
I did it yesterday," said Macca. Tommo  
couldn't join in. Macca decided he would  
set fire to a stolen car in the park which  
would be much more exciting than a lousy  
stank. After getting some petrol he then  
to the park, poured petrol all over the inside of the  
and threw a match inside. The petrol ignited with  
a bang and frightened Macca, but Tommo just  
laughed because he thought it was great fun.

After a few seconds the car was blazing and was making  
large banging sounds, thick black smoke filled the air  
and other people in the park looked worried. One small  
child even started to cry because the fire was scary.  
When the Firefighters turned up, one even had his B. A.  
on as he pointed his hose at the massive flames.  
It was really exciting to the M. T. HEADS. Not to be  
bothered by Macca, Tommo decided to shout at the  
firefighter, then throw stones. The Police turned up and  
Tommo shouted "RUN IT'S THE BIZZIES". The M. T.  
HEADS were having the time of their lives.

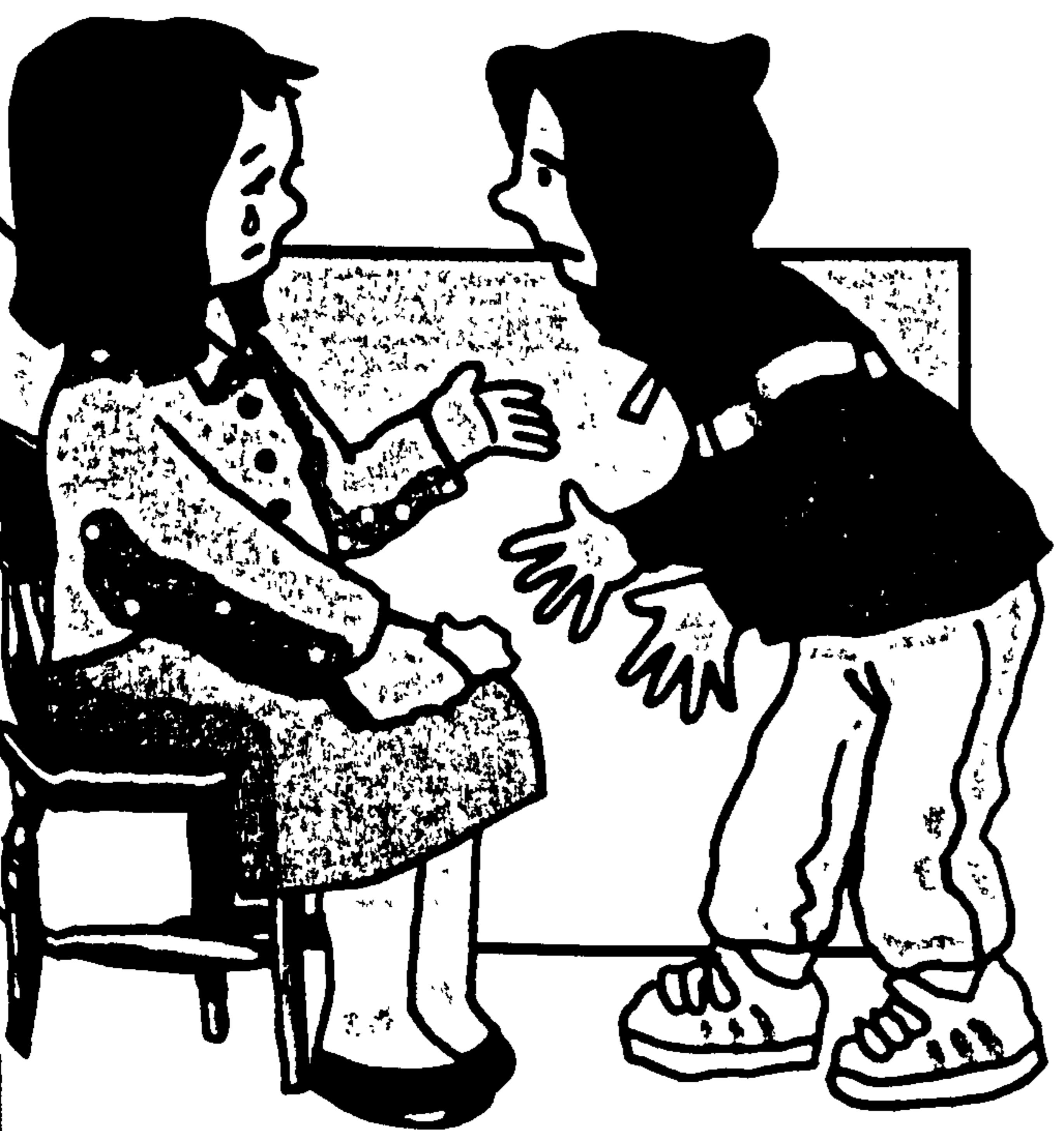
More trouble  
ahead for the  
M.T. Heads!



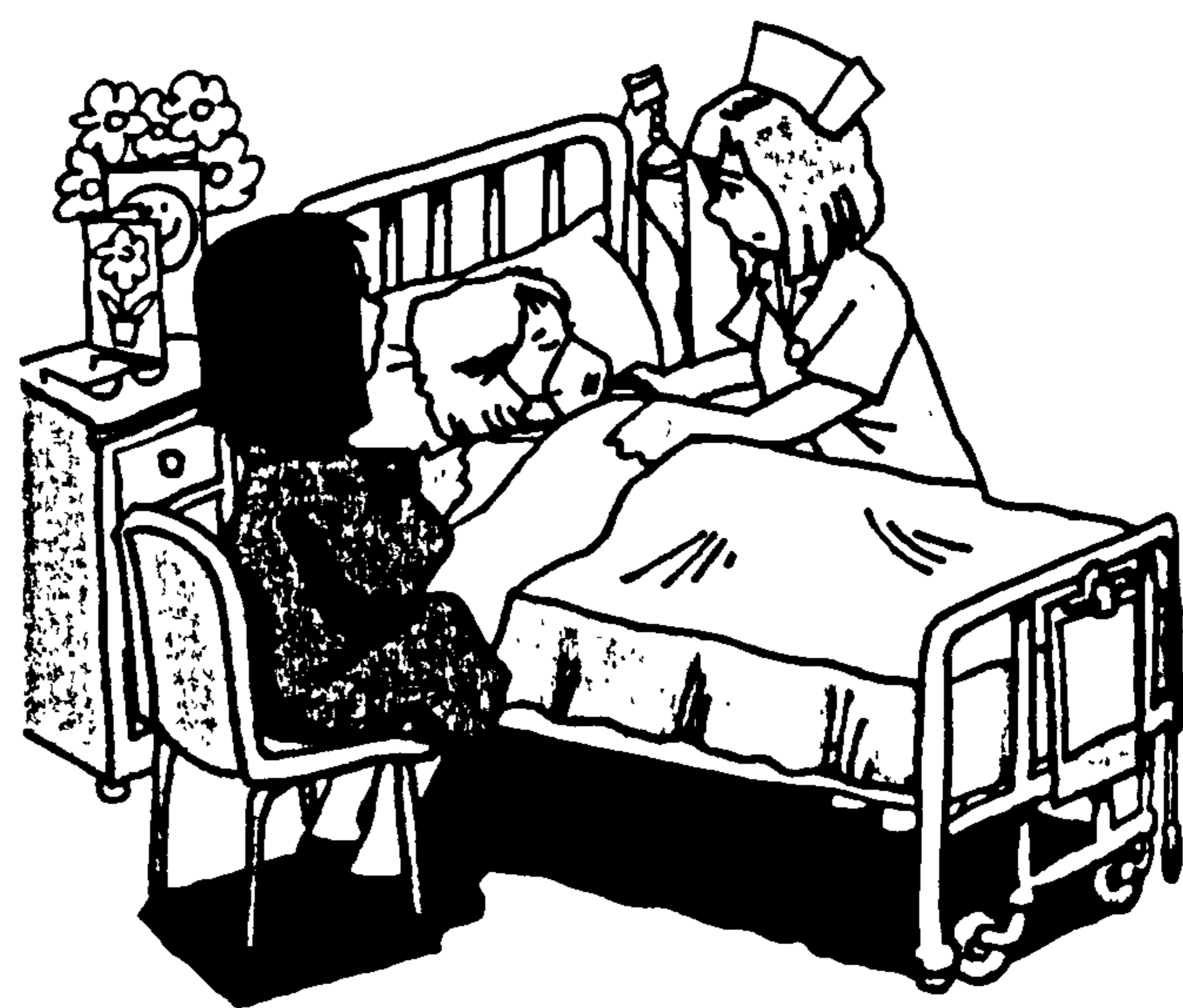


Couple of days later they saw a Fire Engine tearing down the road at speed and without even thinking Tommo picked up a large stone and threw it straight at the Fire Engine. It hit the windscreen right in the middle. The driver then swerved and crashed the Fire Engine right into a hedge. The lads ran off laughing all the way home.

been a terrible accident" said Mum. "Nan had left her chip pan on and fell asleep and when her smoke alarm went off she woke up to find her kitchen on fire. The FIRE ENGINE that was sent to the fire crashed on the way to the scene and Nan was trapped inside the flat. When another FIRE ENGINE got there Nan had been badly burnt and had breathed in a lot of smoke. She may even die son", said Mum.



When Macca got in he said "What's for tea mum?" But Mum didn't answer him. When he looked at Mum there were tears running down her face and she was shaking like a leaf. Macca had never seen her like that before! "What's the matter Mum?" said Macca. "There has



Macca and death of M... each ot... stone, whic... from being... of this mes... says all was... ricks again

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# PAWS' FOR THOUGHT

Why do you think Macca and Tommo started lighting fires?

Why was it dangerous to throw stones at the fire engine?

What do you think Macca was thinking when he heard about his Nan?



Tommo decided to knock at Macca's with his dog Tyson. Tyson was a Bull Mastiff and looked ferocious but was actually very friendly and loved people. While they were walking him through the park they noticed that someone had made a hole in the fence to the railway. "Come on, let's see what's over here." said Macca. The M. T. HEADS and the dog squeezed through the hole in the fence onto the railway embankment.

They both ignored the "DANGER DO NOT TRESPASS" sign. The embankment sloped down to the track and soon they were walking alongside the railway track. "Keep away from the third rail" said Macca. "I'm not stupid, everybody knows that the third rail is LIVE!" said Tommo.

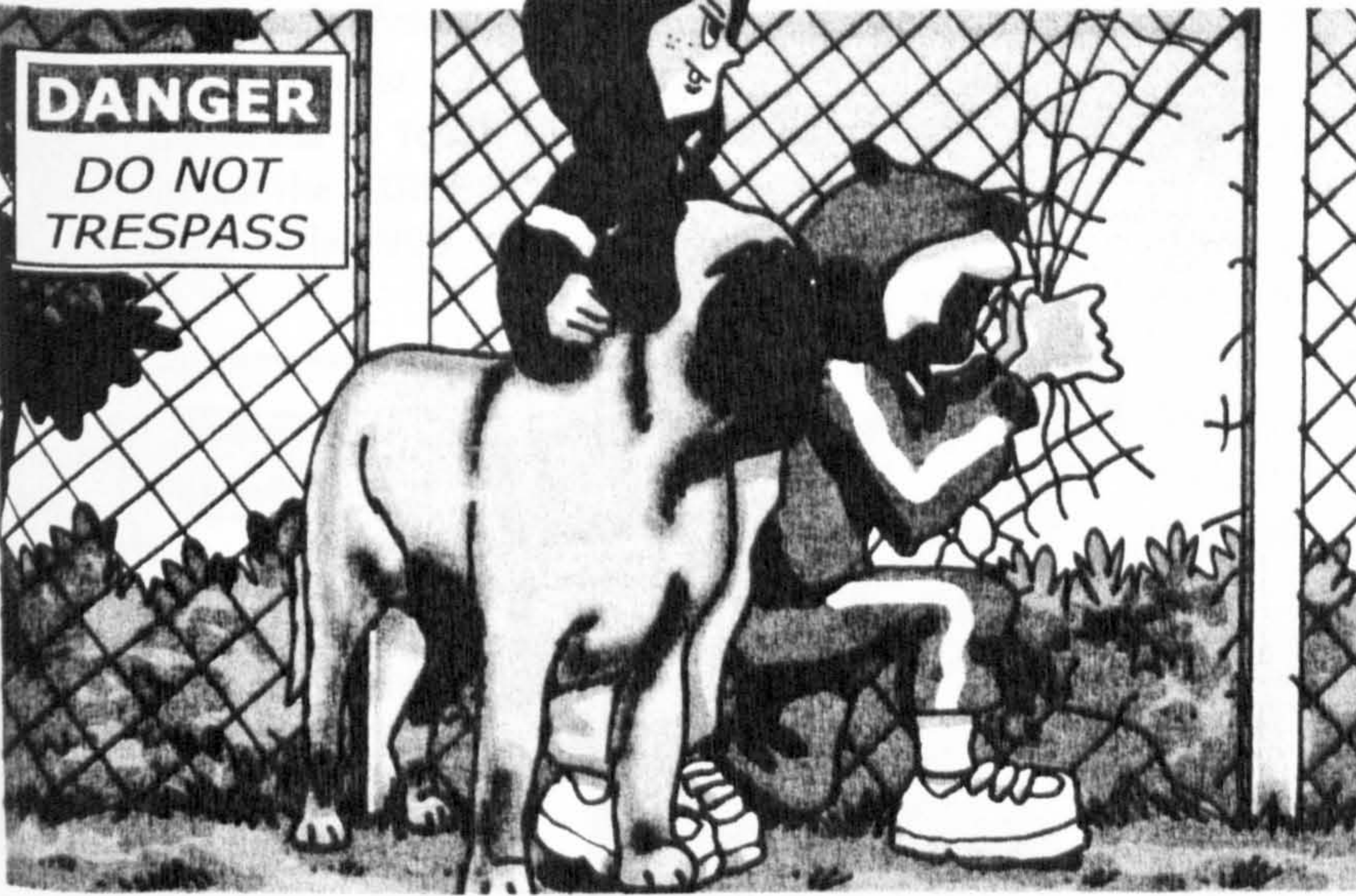
Macca and Tommo did some serious thinking after the death of Macca's Nan and for a while they did not speak to each other. Macca blamed Tommo for throwing the stone, which hit the Fire Engine and stopped his Nan from being saved. Tommo accused Macca of starting all of this mess by setting fire to a paperbank. Within a few days all was forgotten and they soon were up to their old tricks again.

While the lads were keeping an eye out for trains Tyson was straining at the lead trying to chase a rabbit that had appeared. All of a sudden the lead snapped and Tyson ran after the rabbit and chased it towards the tunnel. The boys chased after Tyson until they heard a loud noise coming from the tunnel.

The M.T. Heads ignore the danger signs!



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The M.T. Heads jumped away from the railway track in terror as an enormous train came screaming out of the tunnel. When the train had passed they both shouted "Tyson!" but the dog didn't come. Tommo started to get really worried and frightened for his dog.

All of a sudden the dog's head appeared out of a large rabbit hole. "There he is", said Macca. Luckily the dog had not gone into the tunnel but somehow he was on the other side of the electrified rail.

A lucky escape for the M.T. Heads!

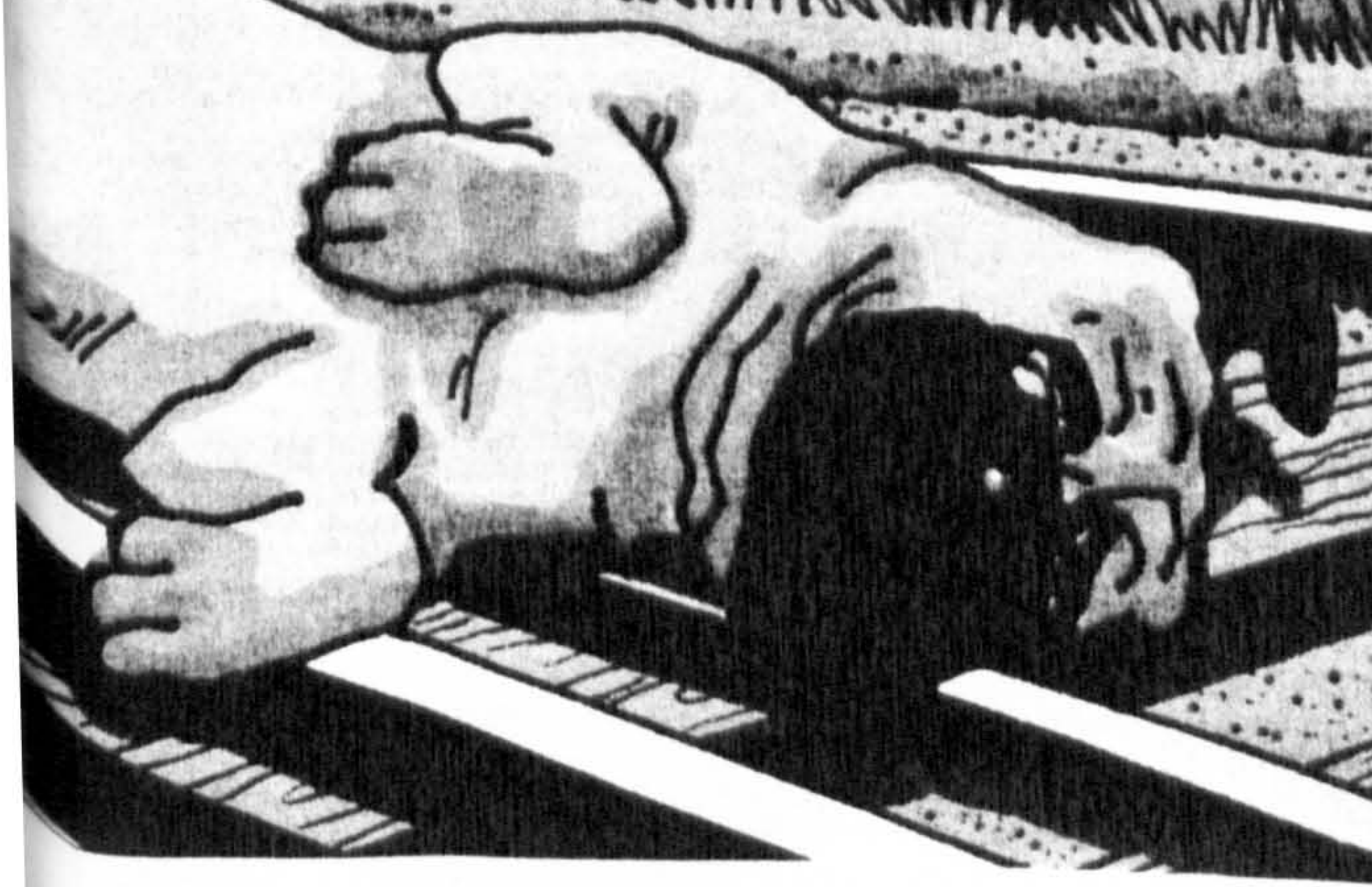


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Tyson gets a shock and is rescued by firefighters.



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Without thinking Macca shouted, "TYSON, here boy." Tyson came bounding over the railway lines. The next moment there was a flash and a loud bang. "Oh no Tyson has been electrocuted." said Tommo. Tyson was lying on the third rail, he did not move. Tommo moved forward to pick Tyson up but Macca thought quickly and grabbed Tommo.

"It's dangerous to touch the dog, we need help, we'll have to call the FIREES." Said Macca. Macca used his mobile and dialled 999.

The M.T. Heads were glad of the firefighters arrival. Before the firefighters could help Tyson, they had to stop all the trains and make sure that the electricity to the third rail was turned off. The firefighters were very understanding and sympathetic towards the lads especially Tommo. When the firefighters had made the track safe they called the RSPCA and removed Tyson from the railway.

The lads decided they would ring their local Community Fire Station to thank the firefighters for rescuing Tyson. The Watch Manager asked the M.T. Heads if they would like to visit the station. Macca and Tommo were unsure but later both agreed that it would be a good idea to meet the firefighters again.



The M.T. Heads at last have a good idea.

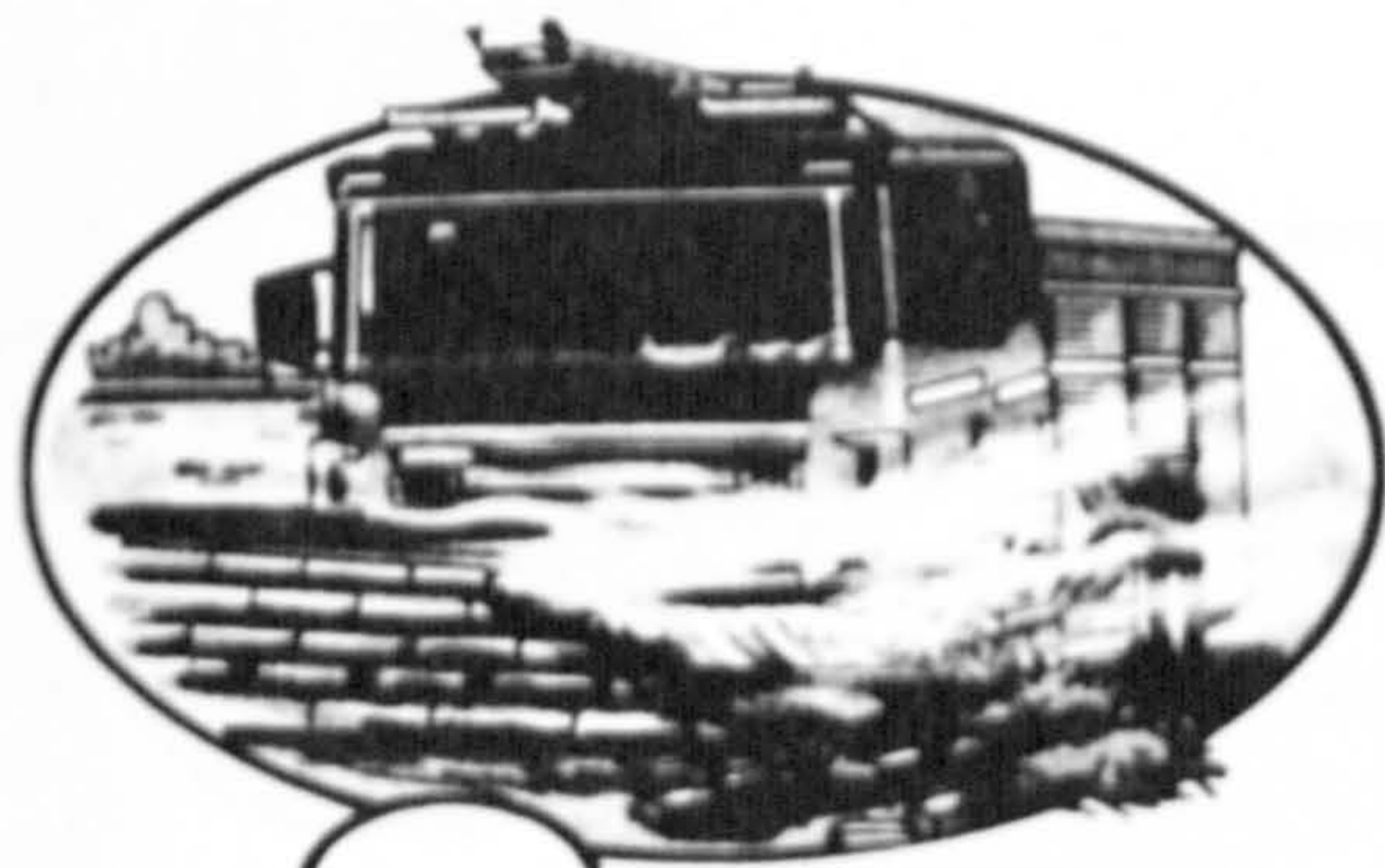


## LAWS' FOR THOUGHT

Why do you think Macca and Tommo took no notice of the danger signs?

Give two reasons why you should NEVER play on the railway?

Why were the M.T. Heads glad that the firefighters came to help?



crashed a few weeks ago!" Tommo felt sick because he knew he'd caused it.

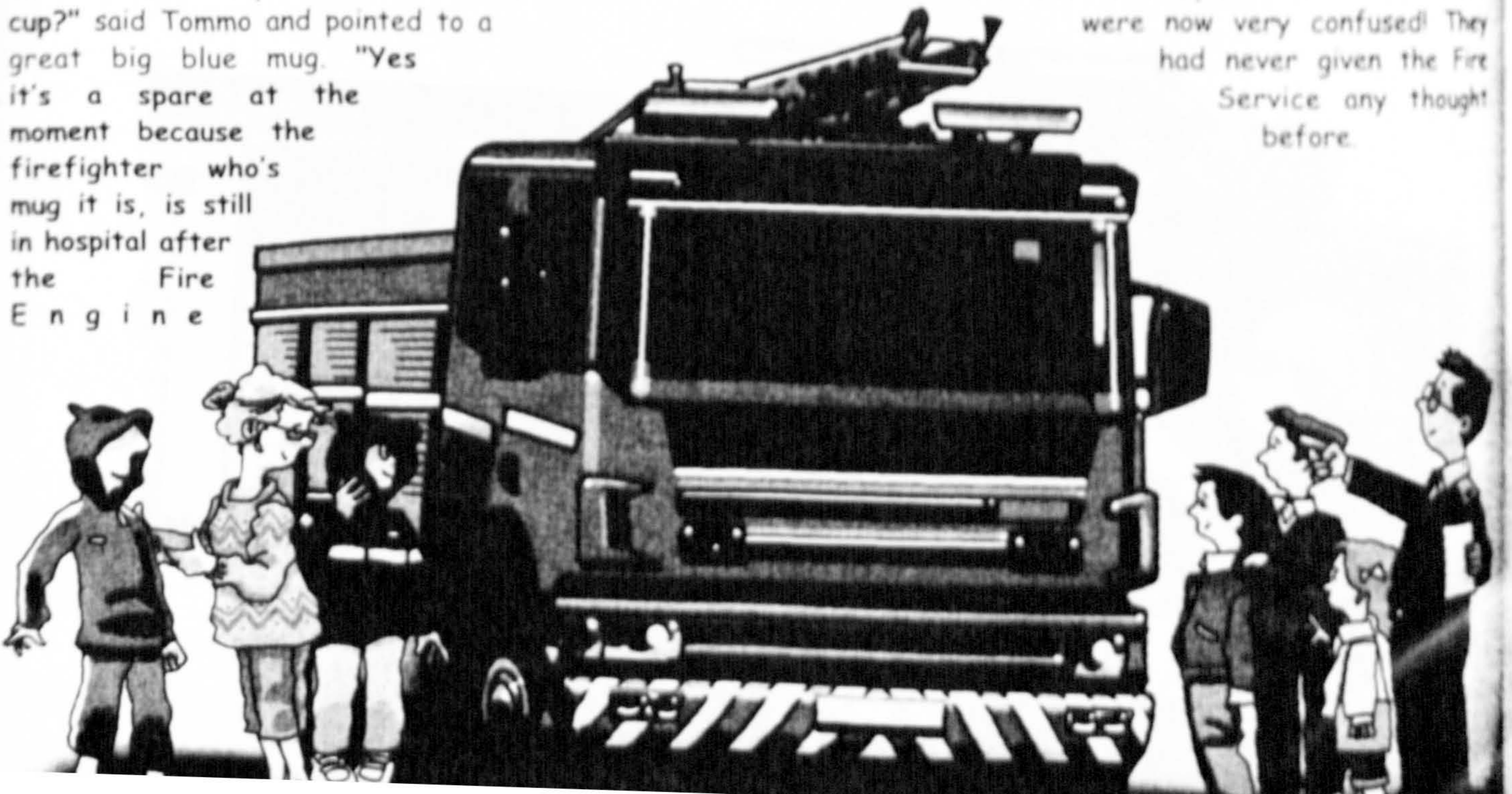
"Are there any questions that you would like to ask any of us?" said Gilly. "Yes", said Macca, "Why are you being so nice to us when you don't even know us?" "It's part of being a Community Firefighter," said Gilly. "What does that mean?" said the M. T. HEADS. "Well basically it means that as well as firefighting we also work with our community to make sure we are all safe from fire," said Gilly.

Gilly then offered to teach Tommo and Macca about being Fire Safe. The M. T. HEADS both thought about this. They were both trying to think of something smart to say, but were lost for words.



The M. T. HEADS were suspicious when the Watch Manager invited them down to the Fire Station, in fact, Macca thought they would get a telling off. They met a firefighter called Paul who seemed ok. The M. T. HEADS noticed the other firefighter called him Gilly. "It's just my nickname," said Paul. "Most of the lads have nicknames just like yourselves," said Gilly. They all sat down to have a cup of tea. "Can I use this cup?" said Tommo and pointed to a great big blue mug. "Yes it's a spare at the moment because the firefighter who's mug it is, is still in hospital after the Fire Engine

Some young people arrived at the station and were being shown around by Gilly and the firefighters, Macca and Tommo joined them. The Fire Engine carries all kinds of interesting stuff and the M. T. HEADS were surprised that a girl called Lydia seemed to know all about the equipment. "How come you know about all this?" said Tommo. "I completed a course last week, it was excellent" said Lydia. The M. T. HEADS were now very confused! They had never given the Fire Service any thought before.





Not such a bright idea.



While the M. T. HEADS were looking at all the equipment on the fire engine Macca slipped one of the firefighters' torches into his pocket without anybody seeing him. He didn't really need the torch but he took it anyway just because he could.



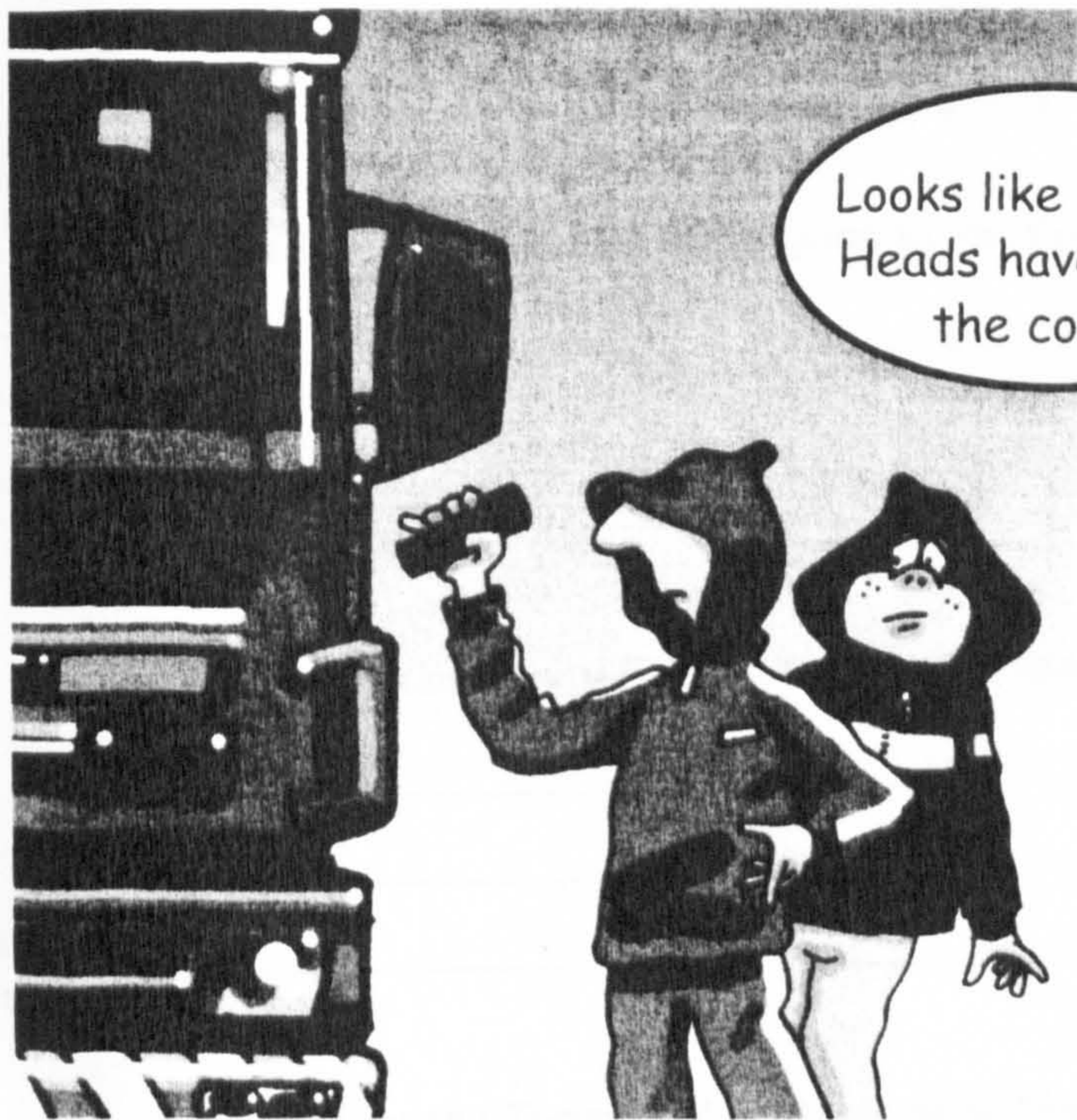
Tommo and Macca walked home from the community fire station. Macca showed Tommo the torch he had taken. "Are you stupid, Gilly and the firefighters need that torch to help save lives." Said Tommo. "Oh yeah, and you threw the stone at the fire engine that crashed and nearly killed one of them." Said Macca. The M.T. Heads continued to walk home but neither said a word.

The next day the M. T. HEADS decided that they were going to return the torch to the Community Fire Station without anyone knowing.

When the firefighters had finished showing the kids around the fire engine they talked about all the other types of incident that the fire service is called to. For the first time the Fire & Rescue service became a little more interesting to the M. T. HEADS.

Tommo phoned the FIREES and asked to speak to GILLY. "Hello" said Gilly "How can I help you Tommo?" "Can we come down to the station?" Within an hour the lads met up with Gilly and talked about the recent football match they all saw on telly the previous night.





Looks like the M.T. Heads have turned the corner



When Macca and Tommo walked home from their Community Fire Station they thought about their visit to the Fire Station and felt good about themselves for the first time in quite a while.

While Gilly was on the phone the M. T. HEADS sneaked over to the fire engine, just as they opened the door a voice said "So that's where my torch went. I have been looking all over the station for that."

The M. T. HEADS were a bit startled, they saw it was one of the firefighters who they hadn't met before. "It's ok lads, I'm just glad you had the bottle to return it." said the firefighter. Gilly was pleased that they had returned the torch.

**Write a story or draw a picture.**  
Floyd and Jake would like you to write a story that includes your favourite characters. Why don't you write about the firefighters from your community fire station or draw a picture of them.



'P  
1. W  
2. If  
3. Do y  
What  
What  
Which  
Which  
The Fr  
Macca  
Name  
The sig

# PAWS' FOR THOUGHT

Why were the M.T. Heads unsure about going to the Community Fire Station?

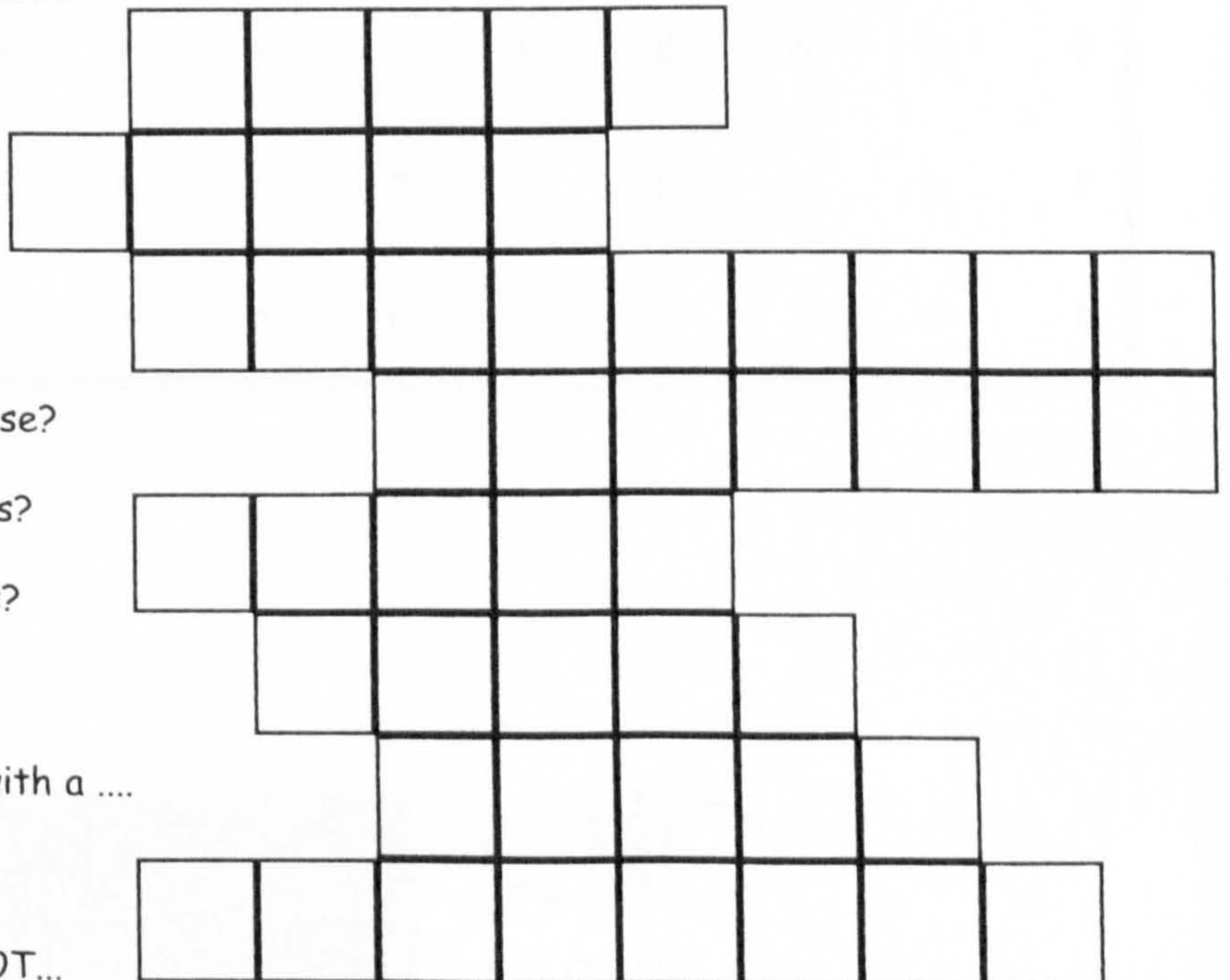
If you could visit a Community Fire Station what would you like to see?

Do you think Macca and Tommo will light any more fires or throw stones at fire engines?



Can you find the hidden word below?

## JAKE'S PUZZLE BOX



What was the 'Firees' nickname?

What was the name of the girl on the course?

Which team do you think 'Tommo' supports?

Which team do you think 'Macca' supports?

The Friendly Bull Mastif was called

Macca started the fire in the paperbank with a ....

Name the Fire Dog

The sign on the Railway track said 'DO NOT...

# FLOYD'S WORD SEARCH

- FLAMES MATCHES      TOMMO MACCA
- FIRE ENGINE            FLOYD
- LADDER                 FIREFIGHTER
- HOSE SMOKE          TYSON WATER

Search for these words in the puzzle below!



B	R	G	P	F	P	I	P	N	O	S	Y	T
T	E	K	O	M	S	H	T	M	A	C	C	A
J	T	F	I	R	E	F	I	G	H	T	E	R
X	A	H	P	J	M	V	L	N	M	I	K	C
D	W	R	Z	I	A	B	B	N	A	N	Q	S
C	G	T	S	U	L	A	D	D	E	R	T	B
H	Y	O	S	A	F	F	R	S	G	B	W	E
G	R	M	F	X	S	D	O	T	Y	U	D	X
H	D	M	A	T	C	H	E	S	W	P	Y	V
U	C	O	K	H	F	V	R	R	G	N	O	E
L	C	G	Q	Y	K	C	Z	J	L	O	L	V
F	V	E	N	I	G	N	E	E	R	I	F	B










## **APPENDIX F**

Questionnaire: Fire-related anti-social behaviours

Your date of birth: \_\_\_\_\_  
 Circle: Female Male

Put each sticker under the face which shows how you feel about each of these

Always OK	OK	Depends	Not OK	Never OK
	 Show abuse at fire-fighters  Throw things at a fire engine or fire-fighters  Set off fireworks without an adult  Light a fire in an abandoned house  Light a fire in a wheelie bin/skip  Light a bonfire on Bonfire Night  Set fire to an abandoned car			



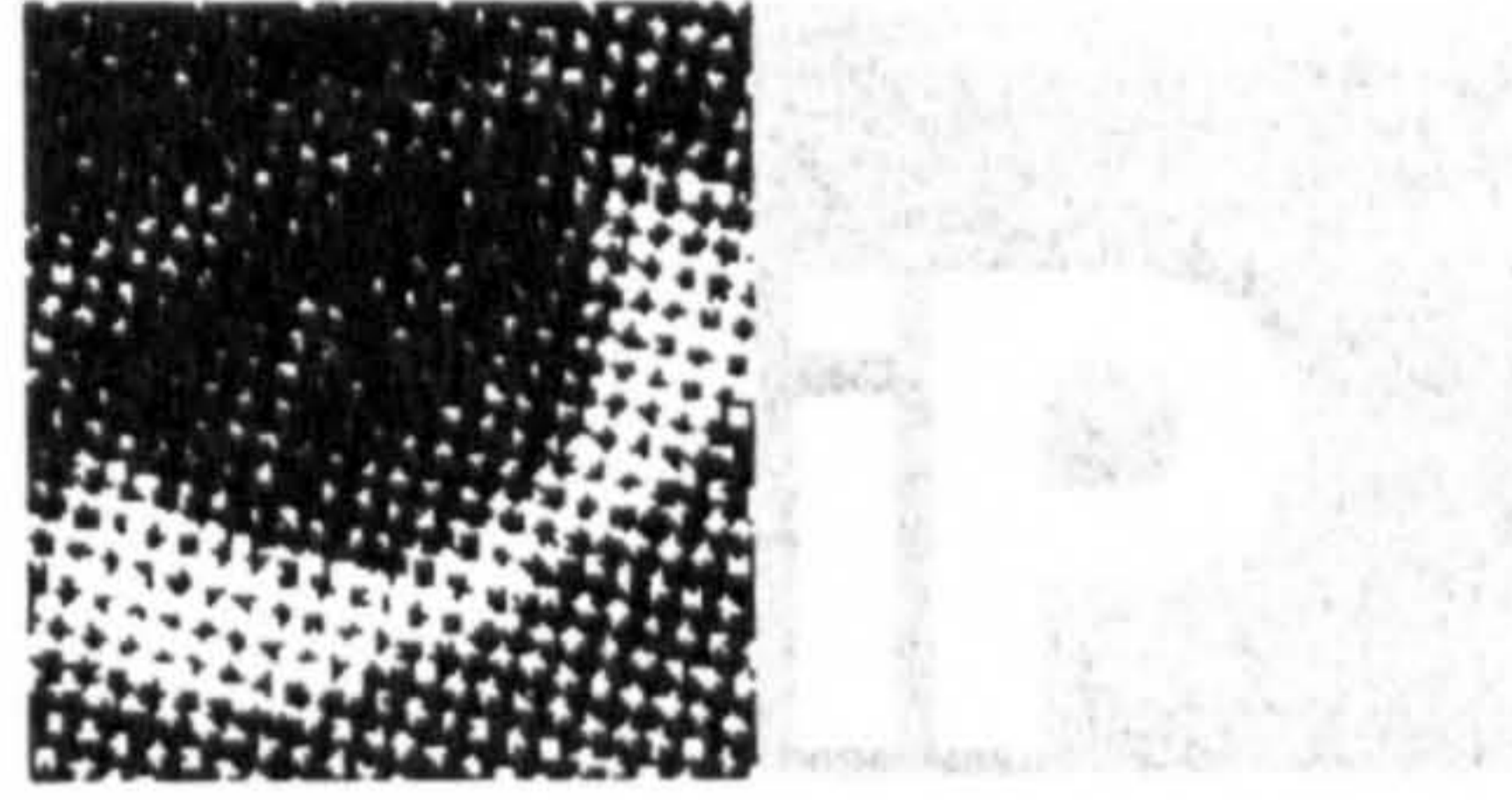
## **APPENDIX G**

Management Summaries for projects involving datasets:

Partnership Working: Fire-fighters in Schools

SaferMerseyside Partnership: Youth Crime and Anti-social Behaviour

FireSafe Young Citizen Programme



The Centre for Investigative Psychology  
The University of Liverpool

*Eleanor Rathbone Building, Bedford Street South, Liverpool, L69 7ZA*  
*Tel: 0151 794 3910 Fax: 0151 794 3938*  
*Email: canter@liv.ac.uk*

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**Youth Crime and Anti-Social Behaviour:  
Action Research and Strategy Development (ARSD) Programme.**

# **Findings**

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**October 2004**

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Youth Research Team at the Centre for Investigative Psychology  
With The Safer Merseyside Partnership and Liverpool City Council

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**Youth Research Team at the Centre for Investigative Psychology**

**Professor David Canter**

**Dr Donna Youngs**

**Susan Giles**

**Nicola Grieves**

**Maria Ioannou**

**Michelle O'Rourke**

**Marianne Saether**

**Sally Simpson**

**Natalia Wentink**

**Michelle Wright**

## **Executive Summary: Summary Findings**

### **The General Merseyside Youth Survey**

This comprised of 65 exploratory interviews and 165 questionnaire based interviews with Merseyside youths. The case study interviews were conducted with 80 males and 82 females aged between 11-26 years. Twelve percent had criminal convictions. Twenty-nine percent had received official warnings from the police.

#### *Criminal and Anti-Social Behaviour*

- In our General Youth Survey we found delinquent youths are themselves angered by acts of anti social behaviour that are confrontational, aggressive, and dangerous or which involved stealing from others in their area. Interventions should target this sense of responsibility for amity and safety within communities.
- Minor acts of delinquency at school and in the home were common across all youths, and included being cheeky to a teacher (79% of the sample admitted), staying out late (74%), not doing homework (70%), and playing truant (60%). Delinquent youths had engaged in these acts more often.
- More serious criminal acts were also reported by significant proportions of the youths. These included beating someone up so badly they probably needed a doctor (40%) and carrying a knife with the intention of using it in a fight (29%). These youths also report a higher incidence of group crime, such as participating in gang fights (27%). As did convicted youths, who also report having committed acts of theft, burglary and violence.

#### *Adult Contact and Youth Disorder*

- A higher percentage of delinquent youths (23%) were found to have family members who had been convicted of a criminal offence compared to non-delinquent youths (8%).
- Non-delinquent youths spend significantly more time with their family in the evening, at weekends and during holidays, compared to delinquent youths who are more likely to spend such time with friends.
- Delinquent youths report carrying out fewer activities with one or both parents, compared to non delinquent youths who report family relationships that are closer, more involved and comprising of more careful supervision of youths activities when away from home. However, an additional study with 51 delinquent youths found that despite poor or detached parental relationships, 60% of respondents acknowledged that their parents had at least some authority over them.
- The findings suggest that quantity of quality time youths spend with their family maybe an important element in whether or not youths engage in delinquent behaviour. Therefore, positive parental contact would seem to be a protective factor against delinquency.

- ❑ Appropriate social support through mentors may exert a strong anti-crime effect. For the majority, positive 'peer mentors' might be most effective. However for those subgroups exposed to unfavourable parenting, 'parent mentors' might be best placed to assist youths at risk. Overall the focus should be on *quality* of the mentoring relationship rather than *quantity* of contact.

#### *Attitudes towards Anti-Social Behaviour*

- ❑ Youth attitudes concerning acceptable and unacceptable behaviours are organised around rights-duties relationships based upon whether the target is familiar or anonymous.
- ❑ Youths express a strong sense of 'duty' to those with whom they are familiar; feeling strongly that it is wrong to act in antisocial ways towards family, friends and members of their community, regardless of whether they can get away with it or not.
- ❑ Youths similarly endorse helping-behaviours or pro-social values in general, e.g.
  - ❑ 84% 'You should always try not to hurt anyone's feelings'.
  - ❑ 69% 'If you make a promise you must always keep it'.
- ❑ When youths do consider anti-social behaviour acceptable, it is usually in relation to defending one's personal 'honour', e.g.
  - ❑ 46% 'It is only OK to hit someone if they actually hit you first'.
  - ❑ 37% 'If someone has a go at you its weak not to answer back'.
  - ❑ 22% 'It's OK to hit a student in town if they are really asking for it'.
  - ❑ 16% 'Sometimes its good to get violent just to show people that they shouldn't mess with you'.
- ❑ This would seem to suggest that whilst youths feel an obligation or 'duty' to be a good person overall there exists equally a 'right' to defend themselves and those they see as familiar.
- ❑ There is greater variation in the ways youths respond to targets outside of their own community. A small proportion of youths agreed that it was OK to act anti-socially towards certain targets, e.g.
  - ❑ 32% 'People like us should stick together if the police start asking questions'.
  - ❑ 12% 'Its OK to nick things from big shops because it doesn't hurt anyone'.
  - ❑ 10% 'Its OK to pretend your phone got nicked so you can get a better one on the insurance'.
- ❑ School- based programmes (before the age of 10) that seek to address deviant values and reconstruct these in terms of an appropriate rights-duties framework are recommended.

## *Poverty of Aspiration and Delinquency*

In determining the antecedents and consequences of delinquent behaviour, it is important to assess self-relevant expectations that adolescents have about their potential and their future.

- Youths involved in criminal activity view their futures more negatively than youths not involved in crime, both in terms of financial and career aspirations. This is especially the case for delinquents engaged in serious crime and drug abuse.
- Non delinquents show greater balance between their ideal and actual life aspirations than delinquents who hold more negative views about their actual life.
- Delinquents reported a readiness to engage in future criminal activity for financial security. Whereas non delinquents agreed that hard work at school would provide them with financial freedom. Delinquents cited crime, lottery, gambling, and wills as means of being well off, indicating an external control orientation and lack of belief in their own abilities and positive possibilities.
- Delinquents are also less likely to discuss career aspirations with parents and generally believe they are unable to get the job they want as they lack the necessary knowledge. As a result they were less likely to have acted towards their desired job than non-delinquent youths.
- A major challenge of working with those young people may be to find ways to empower them to seek and pursue legitimate positive selves.
- It would also be beneficial to determine the factors affecting the formation of inappropriate goals or negative possible selves. It is possible that conventional models, through which goals are attained, including family, school and healthy peers, are absent or inefficient.
- Early intervention in which an at-risk child is given appropriate role models to teach positive goal-setting and models of how these goals can be successfully achieved may serve to prevent delinquent behaviour.

## Targeting Prolific Young Offenders

We examined the backgrounds, offence characteristics and co-offending networks of 11 Premier League Targets (PLT) from five areas in Liverpool. All of the individuals were male, aged between 13-19 years, and currently on an Anti-social Behaviour Order (ASBO).

### *Backgrounds and Offence Characteristics*

The backgrounds of these individuals are severely impoverished, displaying at least six risk factors for serious or persistent offending:

- ❑ Very poor school attendance (if any).
- ❑ Tended to have at least one family member with a criminal record.
- ❑ The onset of criminal activity was between 10-14 years.
- ❑ They had an average 23 convictions since 2000.
- ❑ Most common offence was car theft, usually involving dangerous driving.
- ❑ Crimes ranged from minor shoplifting to serious violence and robbery.

ASBO reduced target's antisocial and criminal behaviour dramatically.

### *Co-offending Patterns*

According to Weerman (2003) 75% of Youth Offenders crimes are committed with others. The targets we studied rarely work alone, and have 98 co-offenders in total.

- ❑ The targets identified by LASBU are amongst the most prolific offenders and have on average more co-offenders than their non-targeted counterparts. They play a central role in their area, connecting more individuals to the criminal 'network'.
- ❑ Targets are no different from co-offenders in regards to crime volume and type of crime committed.
- ❑ However 22 non-targets are *as prolific or worse* than targets
- ❑ Taken together, the 33 targets and prolific non-targets account for 61% of the crimes committed by all 109 individuals. Taken alone, the targets account for only 20%.
- ❑ In areas where targets dominate the 'network' and co-offenders otherwise commit very few crimes; removing the targets (via an ASBO) should have positive effects for desistance and the general crime rate in the area.
- ❑ In other areas with prolific non-targets the general crime rate may not be affected.
- ❑ LASBU actions in targeting these central and prolific individuals may be preventing development of serious gangs in Liverpool.
- ❑ The scheme should be extended to include additional targets, selected on the basis of 'role' as indicated by network analysis. This should include persistent offenders who play central roles across the 'network', also those who offend alone or in established groups.
- ❑ Our work with residents (described later) suggests that potential targets may be particularly intimidating. This may be impairing the evidential support required to pursue

an ASBO.

- ❑ The analysis of networks described within this report is an invaluable source of continual intelligence that should be fully incorporated into the selection procedures of LASBU.
- ❑ LASBU should continue to monitor network structures and crime rates as they might be affected by ASBO. For example, an ASBO may have a more wide spread effect if co-offending is based on 'friendship' rather than 'opportunity'. Conversely, an ASBO may not have deterrence effects beyond the duration of the order if an individual's family or support system is heavily involved in crime.
- ❑ Continued monitoring of network structure, analysis of social networks and interviews with youths might be an appropriate way forward for developing this level of intelligence.
- ❑ The files at LASBU are collected in inconsistent ways. We would strongly recommend a systematic procedure be implemented to ensure that the youth's actions and general situation are accurately recorded and regularly updated with a list of contacts and names of those tasked with working on each case.



## Fear of Crime

In depth questionnaire based interviews were conducted with 70 residents from the Dingle area. In addition, we were invited to attend resident and police focus meetings.

### *Crime in the Dingle*

- ❑ 44% of interviewees had experienced direct victimisation. 20% had experienced indirect victimisation. 38% had witnessed a crime taking place.
- ❑ Many express high levels of fear of crime but *underestimate* the actual crime rates in their area.
- ❑ Residents perceive a high risk of victimisation for vehicle crime and burglary, but moderate to low risk for victimisation by robbery and assault. Given the higher incidence of assault than either robbery or burglary, this may indicate that there is an overall higher fear of property crime than crime against the person.

### *Perceptions of Problems in the Dingle*

- ❑ Perceived problems include drug dealing and using, car crime, and problems with youths. Residents feel that there is a lack of parental supervision and lack of youth facilities.
- ❑ Concerns raised at the residents' meeting related to the way in which some residents feel uncomfortable confronting groups of youths and living near persistent offenders in general. Residents reported a fear of retaliation if they reported anti-social behaviour.
- ❑ In the interviews, residents suggested that a higher police presence, improved youth facilities and more community/youth liasing might help to alleviate the problems in their area.

**Evaluation of the Pilot Programme  
“Partnership Working: Fire-fighters in  
Schools”**

**Parklands High School, Speke, Merseyside  
Fire-fighter placed at the school: Steve Atkinson**

**Independent evaluation commissioned by Merseyside Fire & Rescue Service**

**Evaluated by:**

**Natalia Wentink**

**The Centre for Investigative Psychology**

**School of Psychology**

**The University of Liverpool**

**May 2005**

## **Section One: Management Summary**

In response to a request from the Merseyside Fire & Rescue Service a 3 month evaluation was conducted on the pilot programme "Partnership Working, Fire-fighters in Schools" based at Parklands High School in Merseyside. This programme is the first of its kind and places a fire-fighter in a school one day a week with the aim of breaking down boundaries between fire-fighters and youth, reducing levels of fire-related anti-social behaviour, and providing fire education. Incident data from the Fire Service was not used in this study as comparison over a 3 month period would not be reliable. It would be unclear as to the origin of any changes in incident occurrence. The evaluation consisted of interviews with relevant adults in the school, observation and participation in fire-related activities, questionnaires and a card sorting activity used to talk about anti-social behaviour with students. The role of the fire-fighter was also considered.

### **The evaluation led to the following conclusions:**

- Both the school and students recognise anti-social behaviour is a problem with students both in and out of school. Some students report having been involved in fire-related anti-social behaviour which makes this school an ideal setting for the programme "Partnership working: fire-fighters in school".
- Classroom based presentations/demonstration and visits to the local fire station and the training school are most beneficial. This appears to be due to the increased contact between the fire-fighter(s) and the youths. Presentations with larger groups present a higher risk of being repeatedly disrupted by some students and students are less likely to participate in any activity, possibly due to shyness in large groups. .
- The use of fire-related activities as a "reward" for good behaviour in the school has been effective with some students who have been particularly difficult in the past.
- Years 7 and 8 demonstrated particular interest and enthusiasm in the programme. Some of the older youths were interested in the fire service as a careers option.
- The fire-fighter placed in the school, Steve Atkinson, has been a large part of putting the Fire Service aims into action. He was given flexibility in organising this programme as he felt suitable and has become very well-liked, respect, and popular with the youths.

### **It is therefore recommended:**

1. Continual emphasis on getting students to think through the possible consequences of their behaviour regardless of whether is legally punishable or not.



**Evaluation of the  
*Fire Safe Young Citizen*  
Programme**

**Independent evaluation commissioned by Merseyside Fire & Rescue Service**

**Evaluated by:**

**Natalia Wentink**

**The Centre for Investigative Psychology**

**School of Psychology**

**The University of Liverpool**

## MANAGEMENT SUMMARY

In response to a request from Merseyside Fire & Rescue Service an evaluation of the *Fire Safe young Citizen* programme was conducted. A 2 phase evaluation took place with 90 Year 5 students at 5 primary schools in Knowsley. In addition, the evaluation included observation of the full intervention in one school as well as group discussion with students at 4 schools.

This evaluation led to the following conclusions:

- The programme has an impact on student knowledge of the consequences of fire-related anti-social behaviour in many of the schools. Students report a more negative attitude toward most fire-related anti-social behaviour and created a positive link between students and the fire service.
- All of the behaviours directly targeted by the intervention show a slight decrease in the numbers of students reporting this is something they "might do" in the future.
- The evaluation found there is a change in student attitudes to more strongly *disapprove* of anti-social behaviours
- There are a few students who endorse fire-related anti-social behaviour. These attitudes did not change as a result of the programme. It is likely these students are those who have been already been involved or are at very high risk of offending. It is not found that this programme has an impact on individuals with these characteristics.
- An unanticipated result concerns two behaviours *not* targeted by the programme, but included in the evaluation as additional information:
  1. Setting off fireworks without an adult
  2. Lighting a bonfire on Bonfire night

There was an increase in the number of students endorsing these behaviours and an increase in those who say they might do these things in the future. A contributing factor to this finding may be when thinking through the final questionnaire they were thinking about consequences to direct their responses; they may have been unable to think through possible negative consequences of these behaviours and therefore responded in this way.

It is therefore recommended:

1. Clarification this is an educational programme illustrating the consequences of behaviour rather than a targeted intervention for offenders. The strength of this programme is that it reaches a large number of students who are not at the highest risk of offending, but may be at risk of offending due to prevalence of anti-social behaviour in the area.
2. Develop a more standardised workbook delivery procedure for fire-fighters in the school. Such standardisation would facilitate any further evaluation in schools.
3. Identification of any area-specific fire-related anti-social behaviour in each school. This could serve as a basis for more context-specific classroom discussion.
4. Use of additional material such as photos, a video of attacks on fire-fighters, etc. to highlight the issues raised in the workbook and bring it to life with real life examples.
5. Discussion of consequences of the abuse of fireworks and Bonfire night
6. A one year follow-up of incidents of fire-related anti-social behaviour in the targeted areas and follow up with the youth. It is unclear at present whether students will actively retain the awareness of the consequences of fire-related anti-social behaviour.

# **APPENDIX H**

**Participating School consent letters**



### School Consent

Natalia Wentink from The University of Liverpool will be handing out questionnaires and speaking with year 5 students at our school. This is part of a project evaluation for Merseyside Fire & Rescue Service's **FireSafe Young Citizen Programme**.

Natalia may use this material for her PhD thesis. Only general trends will be drawn from the material and no individual students will be identified.

All student responses are **confidential** and students remain **anonymous**.

If this is to your agreement, kindly fill out the information below

Primary school name Mosscroft Primary School

Head teacher signature Alan Holloway (deputy)

Please print name ALAN HOLLOWAY

Many thanks for your help,

Natalia

Natalia Wentink



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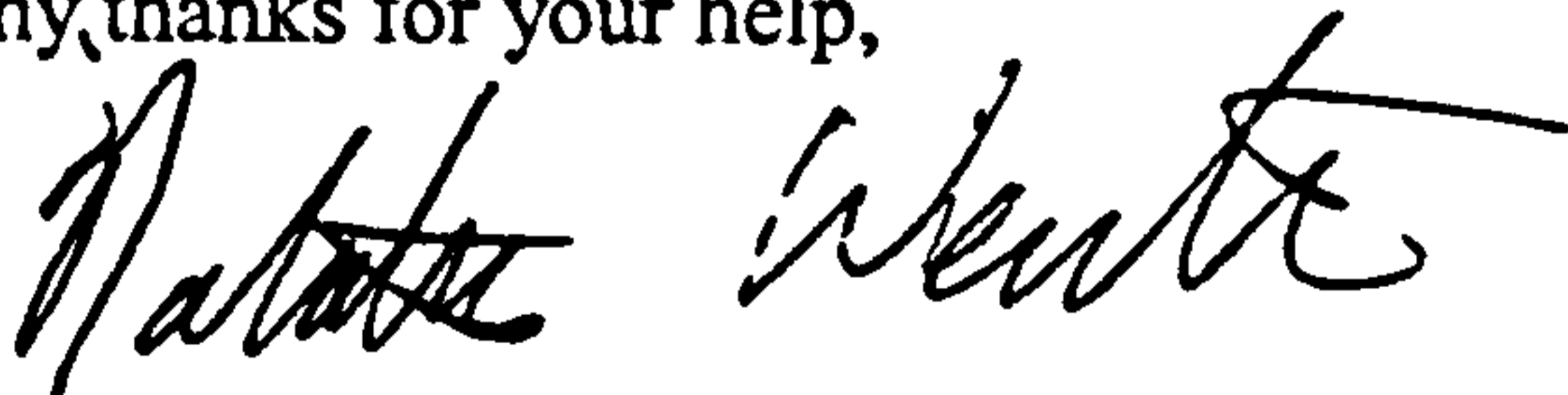
If this is to your agreement, kindly fill out the information below.

Primary school name Overdale Primary School

Head teacher signature G. Green (key stage 2 manager)

Please print name GILLIAN GREEN

Many thanks for your help,



Natalia





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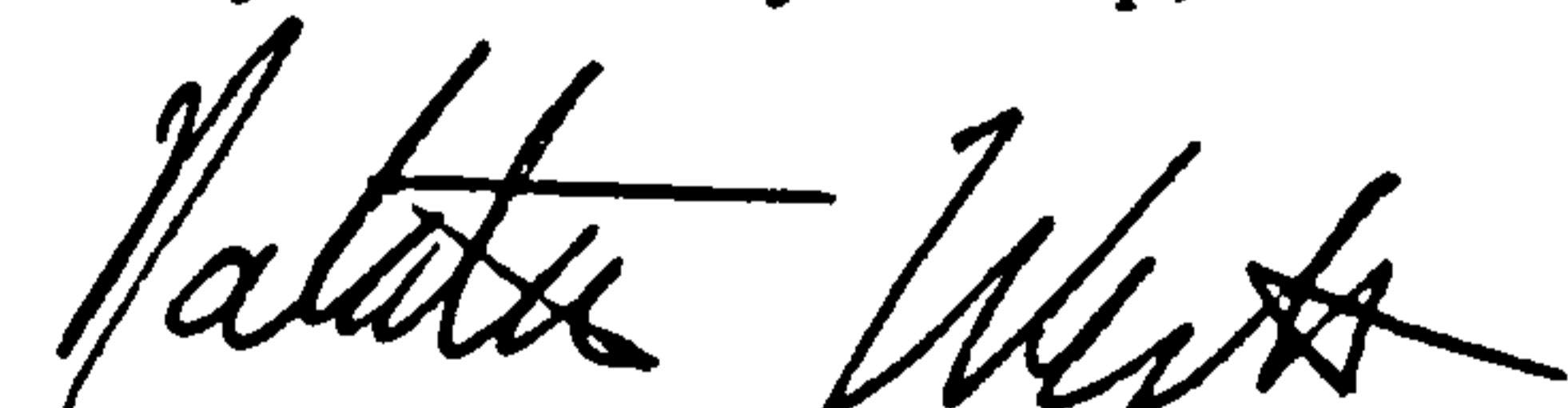
If this is to your agreement, kindly fill out the information below.

Primary school name Ravenscroft Community Primary School

Head teacher signature J. D. Ross

Please print name S. ROSSER

Many thanks for your help,



Natalia



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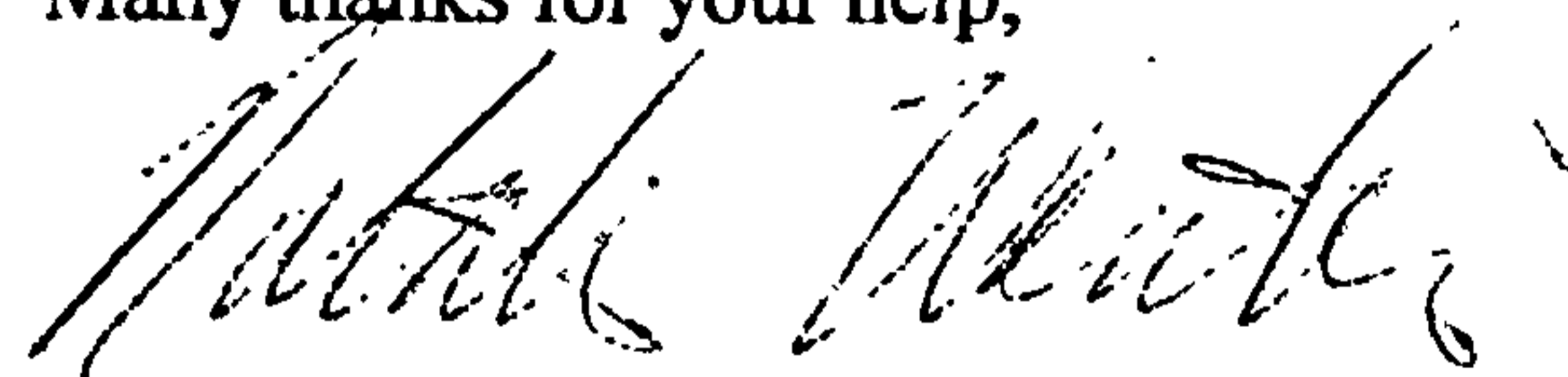
If this is to your agreement, kindly fill out the information below.

Primary school name Beechwood Primary School

Head teacher signature M. A. MARRAZ

Please print name M. A. MARRAZ

Many thanks for your help,



Natalia

# **APPENDIX H**

Participating School consent letters



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Head teacher signature Alan Holloway (deputy)

Please print name ALAN HOLLOWAY

Many thanks for your help,

Natalia

Natalia Wentink



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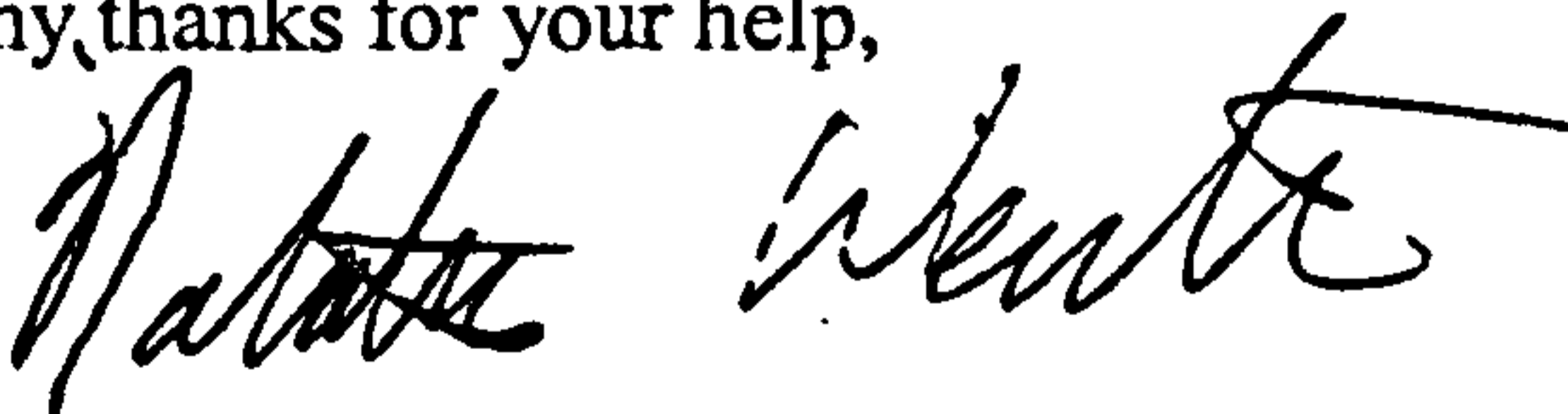
If this is to your agreement, kindly fill out the information below.

Primary school name Overdale Primary School

Head teacher signature G. Green (key stage 2 manager)

Please print name GILLIAN GREEN

Many thanks for your help,



Natalia



### School Consent

Natalia Wentink from The University of Liverpool will be handing out questionnaires and speaking with year 5 students at our school. This is part of a project evaluation for Merseyside Fire & Rescue Service's **FireSafe Young Citizen Programme**.

Natalia may use this material for her PhD thesis. Only general trends will be drawn from the material and no individual students will be identified.

—  
All student responses are **confidential** and students remain **anonymous**.

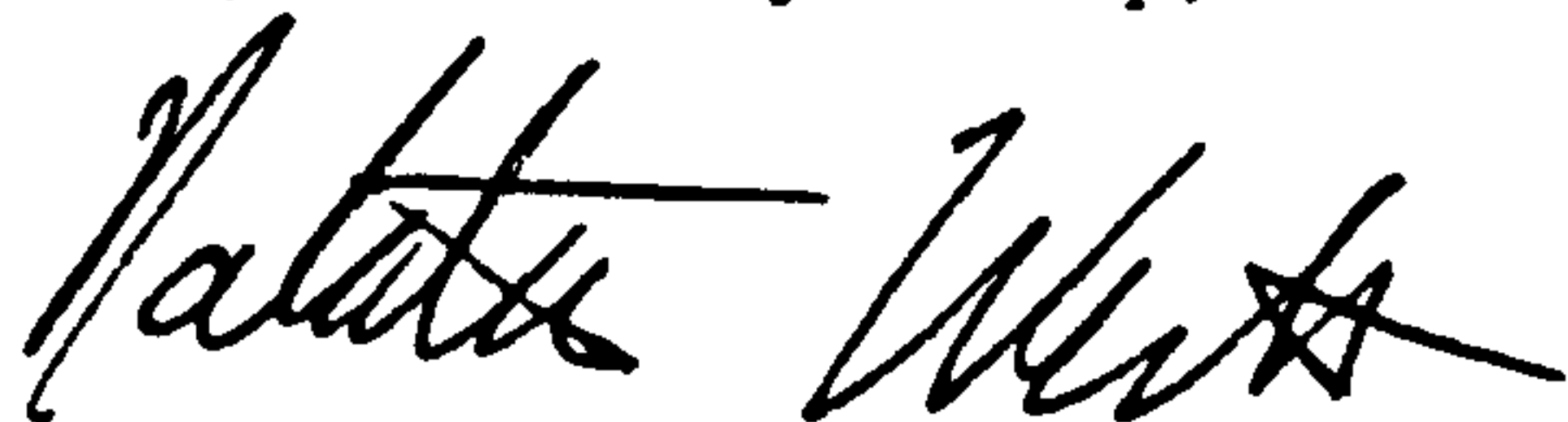
If this is to your agreement, kindly fill out the information below.

Primary school name Ravenscroft Community Primary School

Head teacher signature J. D. Ross

Please print name S. ROSSER

Many thanks for your help,



Natalia



### School Consent

Natalia Wentink from the University of Liverpool will be handing out questionnaires and speaking with year 5 students at your school. This is part of a project evaluation for Merseyside Fire & Rescue Service's **FireSafe Young Citizen Programme**.

Natalia may use this material for her PhD thesis. Only general trends will be drawn from the material and no individual students will be identified.

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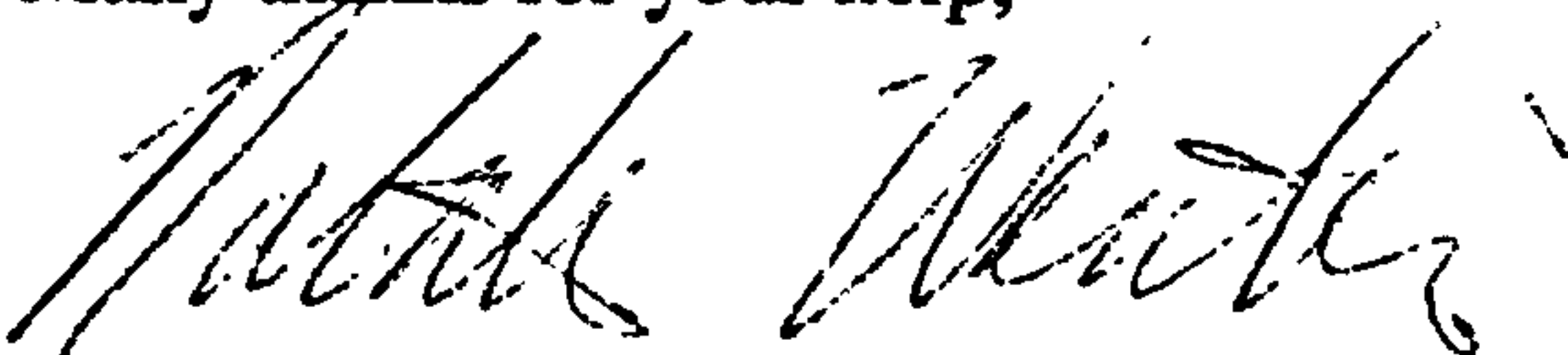
If this is to your agreement, kindly fill out the information below.

Primary school name Beachwood Primary School

Head teacher signature M. A. Marray

Please print name M. A. MARRAY

Many thanks for your help,



Natalia