

# Anti-social behaviour and criminal damage workshop

A workshop about anti-social behaviour and criminal damage designed to deliver to groups of students containing a presentation, activities, scenarios and a session plan.

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## Key details

<b>Stage of practice</b>	Untested
<b>Purpose</b>	Prevention
<b>Topic</b>	Anti-social behaviour Community engagement
<b>Organisation</b>	<a href="#">Nottinghamshire Police</a>
<b>Contact</b>	Barbara Strang
<b>Email address</b>	<a href="mailto:barbara.strang@notts.police.uk">barbara.strang@notts.police.uk</a>
<b>Region</b>	East Midlands
<b>Partners</b>	Police Education
<b>Stage of implementation</b>	The practice is implemented.
<b>Start date</b>	October 2023
<b>Scale of initiative</b>	Local

## Key details

<b>Target group</b>	Children and young people Communities
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## Aim

The aims of the workshop are to understand:

- the difference between anti-social behaviour (ASB) and criminal damage
- the impact of ASB on the community
- the police powers in place to address ASB

## Intended outcome

The intended outcome is to reduce anti-social behaviour and criminal damage by educating young people about both subjects.

## Description

Nottinghamshire police has been delivering annual workshops at Nottingham College to educate young people on ASB and criminal damage since 2023. The ASB and criminal damage workshops have been delivered as part of five policing-focus days at Nottingham College which included workshops around knife crime, violence against women and girls (VAWG) and misogyny.

The workshop resources were developed in partnership with Nottingham College and ASB subject-matter experts within policing. The workshops are delivered by a city-based police community support officer (PCSO). The workshop lasts between 45 minutes to one hour. The topics included in the workshop are:

- definition of ASB
- discussing scenarios related to ASB
- impact and consequences of ASB
- difference between criminal damage and ASB
- different types of criminal damages

- police powers
- taking personal responsibility

To discuss scenarios, students are split into small groups. The focus of the discussion is on why ASB behaviour is illegal and understanding how your actions can unintended negative effects on someone. For example, it is discussed how a minor inconvenience might end up having a large negative effect on the victim.

The workshops also have other interactive exercises to help students learn and keep them engaged. These include rearranging fragments of a sentence to make the definition of ASB and identifying examples of criminal damage and of ASB.

The ASB workshop has been delivered both online and in-person. When delivered online, the force asked staff from Nottingham College to help deliver the activities in the classroom.

The resources used for the ASB workshop include:

- a lesson plan
- a PowerPoint used to deliver the workshop
- presentation notes
- scenarios
- a worksheet

The facilitator gives a trigger warning regarding the topics that will be discussed at the start of the workshop to ensure wellbeing of students.

The ASB and criminal damage workshops are currently undergoing further development:

- in the 2025/26 academic year the force will also run ASB and criminal damage workshops for secondary schools
- a portal where the information from the workshop can be found is in development so students can access ASB and criminal damage resources at any time
- the workshop may also be delivered for adults in the future

## Overall impact

The force has received positive feedback from students regarding the workshops, describing the session as very informative and enjoyable.

## Learning

- This workshop encourages peer discussion, demonstrates what ASB and criminal damage is and reinforces the consequences of ASB and criminal damage on the victim/offender and community.
- Delivery of this resource takes planning and practice and will take at least 45-90 minutes to review the resource and plan the session.
- Students fed back that they were talked at and there were not enough activities after the first workshop. The workshop has been revised in response. The slides have fewer words and more activities feature throughout.
- Grouping students presents a challenge and requires the teacher/tutor in the room to take the lead and ensure students are supervised to into groups to work on the task.
- Treating young people with respect enables them to open up and talk freely.
- Having a facilitator with in-depth ASB knowledge and experience makes the workshop more engaging and helps bring this subject to life with examples during the presentation.

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