

Theft, Criminal Damage & Arson CPD Session

Friday 18th December 2020

Guidance



Keeping children safe in education

Statutory guidance for schools and colleges

September 2020

WHEN TO CALL THE POLICE

Guidance for schools & colleges



This session will provide guidance on when to report to the police and interpreting the wider guidance.

Contacting the police

In an emergency dial 999. This should be used if:

- There is a danger to life or
- Risk of serious injury or
- A serious crime is in progress or about to happen.

Any member of staff witnessing such an incident should be empowered to dial 999 as they will be able to give the most accurate account of the incident.



Theft

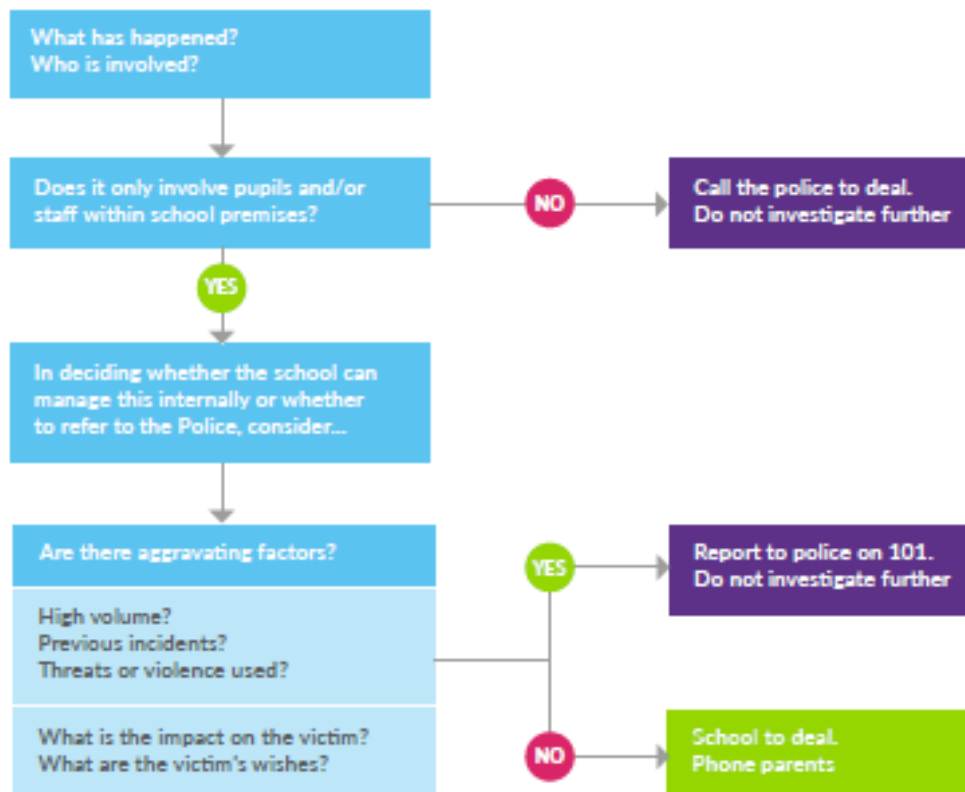
A person is guilty of theft if they dishonestly appropriate property belonging to another with the intention of permanently depriving the other of it.

Are there any aggravating factors?

- Is the stolen goods of a high value? The definition of high value here is a professional judgment call to be made by the school
- Is there evidence of escalating behaviour? Or previous incidents of a similar nature?
- Have any threats or violence been used in the course of the theft?
- What is the impact on the victim?
- What are the victim's wishes?
- Is there a hate element?

THEFT

Definition: A person is guilty of theft if they dishonestly appropriate property belonging to another with the intention of permanently depriving the other of it.



Record decisions
and the reasons
for decisions

Case Study

14 year old leaves their Apple iPhone in his jacket during PE
– The school stance is that all phones should be handed in prior to this lesson for security.

Phone is stolen and school state this is on the pupil due to school rules.

Police advice is that this should be called in as this is regarded as a high cost item and the theft of it can be down to other issues around young people at risk of/or being exploited.

Case Study

At the end of a PE lesson student A is getting changed when what appears to be x2 gold chains falls out of her bag. When challenged about whether these items belong to this young woman, she becomes flustered and states that she “found them” on the way to school. They are confiscated from her and later on that day another student reports that she has lost x2 gold chains and believes that they may have fell out of her bag when she was in the Schools changing room. Student A is taken into a classroom and confronted about her original story that she “found” the chains. She becomes very upset, but will not add or change anything about her original version of events. Student A has never been in any serious trouble previously and this behaviour seems very much out of character for her.

Criminal damage including arson

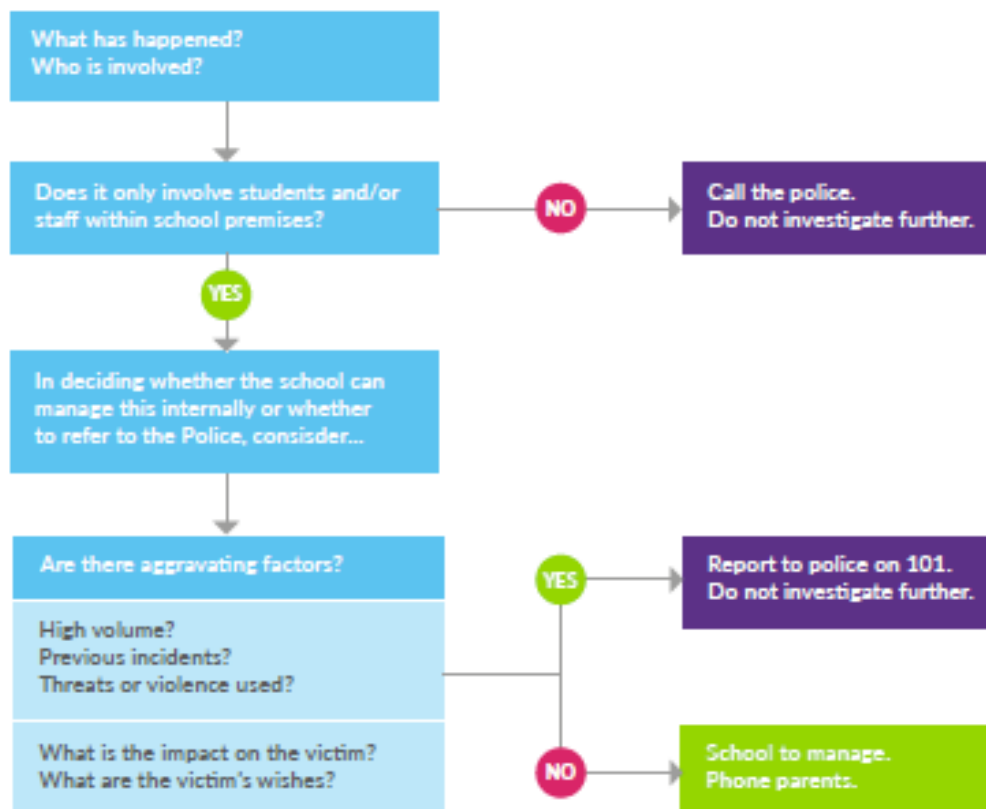
To destroy or damage property belonging to another either intending to do so or being reckless as to whether damage is caused.


Are there any aggravating factors?

- Is the damage of a high value? (What constitutes high value is a professional judgement call for the school)
- Is there evidence of escalating behaviour? Or previous incidents of a similar nature?
- Have any threats or violence been used in the course of the damage?
- What is the impact on the victim?
- What are the victim's wishes?
- Is there a hate element?

CRIMINAL DAMAGE INCLUDING ARSON

Definition: Criminal damage is the intentional and malicious damage to property or vehicles, including graffiti, or being reckless as to whether damage is caused. Arson is the act of deliberately setting fire to property, including buildings and vehicles.



 Record decisions and the reasons for decisions

Case Study

Two students are playing in break time and due to a heavy challenge by one child the mobile phone of the other is damaged. This is an accident and can be dealt with by school. Parents may call Police but if all protocols have been carried out there will be no Police involvement.

Pupil grabs phone from another pupil and smashes this on the floor causing damage. School can either deal appropriately and involve parents or if aggravating factors due to hate crime or exploitation Police should be called and investigation by School should stop.

Case study

A student is taken to one side spoken to about his shouting and swearing that is directed towards another student. During the conversation, he becomes more agitated and walks off. As he walks past a classroom, he kicks a door causing it to open and slam against the wall. This causes minor damage to the wall, but the glass in the window smashes. In order to repair the damage to the wall and class, this would cost approximately £20- £300. This student is known to Children's Services and is on a Child Protection Plan under the category of neglect. There have been previous incidents at the school where he has lost his temper for what have been described as "minor" things.

Case study

There is known history should between two students. During the lunchtime break student A runs up from behind and pushes student B in the back.

Student B falls to the floor and his mobile phone falls out of his bag. Student A runs directly over to where the phone is and stamps on it, causing it to smash.

It is a new phone that was given to student B as a birthday gift from his parents. The phone is approximately £400. When spoken to by a teacher student A says that he is “sorry”.

Youth Offending Support

- As a Youth Offending Team (YOT) a large amount of our work focuses on prevention.
- Our preventative programme is called the Youth Inclusion Support Programme (YISP) which lasts up to three months.
- The aim of this programme is to reduce the number of young people involved in both anti social and offending behaviour.
- The work we can deliver as part of the YISP includes:
 - Weapons Awareness
 - Victim Awareness
 - Consequential Thinking
- The multi-agency element of the YOT can also be utilised which includes: CAMHS, Speech and Language, Physical Health, Substance Misuse and Parenting.

Youth Offending Support

- To help support schools in Slough the YOT also run group sessions in schools.
- We can be flexible in delivery and often attend assemblies.
- Topics covered to date include: offending behaviour, weapons awareness, substance misuse and Possession with Intent to Supply (PWITS).
- We also run group sessions that can target many topics, including those mentioned above. However, our workers can also devise and deliver bespoke group work programmes dependent upon need and developing trends.
- If you would like to discuss a possible referral or interested in sessions being delivered in your school please contact the YOT on the following email: YOTeam@scstrust.co.uk

Safeguarding Children and young people

Safeguarding incidents

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.

Resources

Keeping Children Safe in Education (KCSIE) 2020

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Working Together to Keep Children Safe 2018

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Thames Valley Police: www.thamesvalley.police.uk Telephone: 101

Front Door: 01753 875362 For out of hours service please call: 01344 78654



Questions?

Jatinder Matharu | Education Safeguarding Officer

Jatinder.matharu@slough.gov.uk | 07714 858213

Andy Moore - TVP Violence Reduction Unit

Andrew.Moore@thamesvalley.pnn.police.uk | 07774 245279

Ian Dawton | YOT Assistant Team Manager

ian.dawton@scstrust.co.uk |