

Tilley Award 2005

Application form

The following form must be completed in full. Failure to do so will result in disqualification from the competition.

Please send completed application forms to Tricia Perkins at patricia.perkins@homeoffice.gsi.gov.uk

All entries must be received by noon on the 29 April 2005. Entries received after that date will not be accepted under any circumstances. Any queries on the application process should be directed to Tricia Perkins on 0207 035 0262.

1. Details of application

Title of the project: A partnership protocol to tackle crime at schools and further & higher educational establishments in the Derry City Council area.

Name of force/agency/CDRP: The Police Service of Northern Ireland,
Foyle District Command Unit.

Name of one contact person with position/rank (this should be one of the authors): Inspector Milton Kerr,
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Name of endorsing senior representatives(s): Peter Sheridan.

Position and rank of endorsing senior representatives(s): Assistant Chief Constable, Rural Region

Full address of endorsing senior representatives(s): Police Service of Northern Ireland, Headquarters,
65 Knock Road, Belfast, BT5 6LD, Telephone Number: 02890650222.

2. Summary of application

In no more than 400 words please use this space to describe your project. Include details of the problem that was addressed a description of the initiative, the main intervention principles and what they were designed to achieve, the main outcomes of project particularly in relation to the problem, evidence was used in designing the programme and how the project is evaluated.

Londonderry is the second largest City in Northern Ireland. Crime at schools and further & higher educational establishments is regularly highlighted in the local media and the police response to the problem has historically been reactive. It was recognised that there were a number of serious issues including burglary, criminal damage and theft, which warranted a policing priority in the District.

In the 23-month period from the 1st April 2002 to the 22nd February 2004, there were a total of 452 recorded crimes in schools/colleges in the Foyle District Command Unit. This equates to 20 reports per month. Most of the incidents involved burglaries, thefts and criminal damage. These included a number of repeat victims. In the period examined, the estimated (reported) value of crime at educational establishments totalled £119,096. The cost in terms of police time dealing with this crime amounted to £32,760. Therefore the total cost of the crime amounted to £151,856.

Analysis was carried out to provide an overview of the problem, identify property most likely to be targeted and the cost of the crime in terms of property stolen/damaged and cost to the Foyle District Command Unit in police time. It also aimed to identify the likely causes of the problem and suggest proposals for further action. Information was used from a wide range of sources. A number of causes for this crime were identified including:

- Schools/colleges were not taking proactive crime prevention advice.
- There was generally poor security.
- There was a lack of natural surveillance around many premises.
- There was a difficulty in pinpointing when incidents were most likely to occur.
- Lack of partnership approach.

In light of this information, and recognizing possible resistance from some boards of governors, principals and teachers due to political pressures, it was decided to develop a strategy in partnership with relevant agencies to deal with crime in schools and colleges of further education. A decision was made to involve people at a strategic level who would be in a position to exercise direction and control on schools/colleges. The partners included senior representatives from:

- The Catholic Council for Maintained schools.
- The Western Education and Library Board.
- The North West Institute of Further and Higher Education.
- The University of Ulster, (Magee Campus).
- Selected representatives from the police, (Foyle District Command Unit).

The objectives agreed by the partnership to deal with the problem were both evidence and research based and they formed the basis of the partnership protocol. An implementation plan was drawn up and the protocol was publicly launched on 27th May 2004. The partners as agreed, met on a quarterly basis to evaluate performance and review the protocol as required.

The first six months of the protocol has seen an overall reduction in crime at schools/colleges of 21.5% compared to the same period in 2003, with burglaries reducing by 61.7%. The cost of the crime has fallen from £55,887 to £25,170, a reduction of £30,717. The cost in terms of police time dealing with this crime amounted to £17,744 compared to approximately £32,760 during a six-month period prior to the initiative, a saving of £15,024.

The Chief Executive of the Western Education and Library Board has requested that this protocol be extended to all District Command Units in the Western Board area, illustrating its transferability.

3. Description of project

Describe the project following the guidance above in no more than 4000 words

1. INTRODUCTION.

The City of Londonderry is situated in the North West of Northern Ireland. Crime at schools and further & higher educational establishments in Londonderry are regularly highlighted in the media and are a matter of public concern. The police response to this problem has historically been reactive, mainly due to the heavy demand placed on them by the security situation. As the situation has improved, we are now in a position to address issues such as this in creative and imaginative ways.

The protocol stemmed from a series of planned meetings between Foyle District Command Unit, (Police Service of Northern Ireland), the Council for Catholic Maintained Schools, (CCMS), Western Education and Library Board, (WELB), the North West Institute of further & higher education, (NWIFHE), and the University of Ulster, (Magee Campus). The meetings commenced on the 23rd October 2003, and concentrated on developing a partnership approach to the problem of crime at schools and further & higher education establishments.

2. THE ISSUE INVESTIGATED.

A problem was identified with high levels of crime in and around schools and further & higher educational establishments in the Derry City Council area. The problem was highlighted by police units/departments, comments from local politicians, anecdotal evidence from people in the educational sector and media reports. In the 23-month period from the 1st April 2002 to the 22nd February 2004, there were a total of 452 recorded crimes, which equates to 20 reports per month. Most of the incidents involved burglaries, thefts and criminal damage. These included a number of repeat victims.

There was concern about the value of property stolen and damaged. In addition to this, there were additional costs in terms of the replacement cost of items, increases in insurance premiums, impact on local budgets and the time cost in dealing with the crime. The cost of police time in dealing with this crime, in both a reactive and proactive way, was considerable, and did not include other crimes such as assault, vehicle crime, youths causing annoyance, disturbances etc.

3. AIMS.

The aims were:

- To develop a strategy in partnership with other interested bodies in the Derry City Council area to reduce crime at educational establishments.
- To improve the quality of service provided by the police and reduce policing costs.
- To increase community confidence and safety.

It was anticipated that the implementation of the partnership protocol would have a significant impact on the community in Londonderry by reducing crime and saving a considerable amount of money on police deployment, damage to educational establishments and the replacement of valuable equipment stolen. There was also a desire to make the establishments safer places for the whole community to use. Consideration was given to the cost of developing the protocol. It was thought that this would be low due to partnership participation.

4. OBJECTIVES.

The objectives were:

- To use primary and secondary sources to analyse the extent and nature of the problem of crime at educational establishments.
- To identify and work with interested parties to develop a protocol to respond to the problem within a time

- frame of one year.
- To develop a strategy for ongoing monitoring and evaluation of the problem and the responses to it.

5. RESERCH METHODS.

5.1 Secondary Sources.

The key secondary source was a problem profile prepared by crime analysts in Foyle District Command Unit, which included:

- An overview of the problem, i.e. the number of reported incidents in a specified time and a monthly comparison of the number of crimes/incidents reported.
- A breakdown of the nature of crimes/incidents for the period examined.
- A location profile indicating repeat victimisation.
- Cost of the crime to the educational establishments and to the Police Service in Foyle District Command Unit.
- Time pattern analysis indicating property most likely to be targeted and the times most likely to occur.
- An analysis of the problem indicating a lack of a partnership approach, difficulty in pinpointing when most incidents are likely to occur, lack of natural surveillance around premises, poor security and ignoring crime prevention advice.

This source was used because it focused on the local area, (Foyle District Command Unit covers the same area as Derry City Council). The statistical information was up to date and used key data from other appropriate secondary sources, e.g.

- 'Pulling the plug on computer theft', Policing and Reducing Crime, Research Series, Paper 101.
- Home Office No.10 Crime Project and Crime Reduction Strategy.
- 'The Economic and Social Costs of Crime', Home Office Research Study 217.
- 'Repeat victimisation: Taking Stock', Ken Pease, Crime Detection and Prevention Series, Paper 90.

However, this source of information had limitations. It did not give a full picture in that it could only refer to reported crime and incidents. Some may not be reported because:

- The establishments are uninsured.
- Resistance from Governing Bodies, Principals and teachers to work with, or involve, the Police Service of Northern Ireland.
- Involvement of pupils in crime at their own schools and the desire of staff to deal with the matter themselves, as opposed to involving the police.

5.2 Primary Sources.

It was decided to conduct interviews with key stakeholders from the education sector about their views on the problem and how it could be addressed through a partnership approach. Rather than approach the participants individually, the interviews were conducted in a formal primary group, as defined by Kakabadse et al, 1998,

(cited in 'Managing People, Working With Others, 2000).

This approach was selected because:

- It would make effective use of time as participants could be collectively informed about the extent and nature of the problem using data from the secondary sources.
- It would allow for a structured group discussion among the participants, as opposed to one-to-one questioning. This would save time, give everyone an equal chance to contribute and generate as many ideas as possible.
- It was the intention for the group to develop a protocol to address the problem in partnership. This approach would facilitate an initial team meeting.

The potential limitations of this approach were that the opinions of some of the participants would not be heard, or that there would be a lack of focus on the research objectives as a result of self orientated behaviour or hidden agendas in the group setting.

5.3 Participants/Sampling.

It was decided to focus on senior administrators from the four main educational sectors, (primary/secondary schools and further & higher education).

The reasons for this decision were that:

- These individuals work at a strategic level and have decision-making power, particularly in relation to funding. This would help with the effective implementation of any agreed objectives.
- There was an ethical problem in asking principals from individual establishments to participate, as it was known that some, albeit a minority, are under pressure from certain groupings not to co-operate with the police.
- To keep the number of participants at a manageable level, to ensure the effective working of the group.

Four participants were identified, two of whom were already known to the researcher in their professional capacities as the Provost of the University of Ulster, Magee Campus and the Deputy Director of the North West Institute of Further & Higher Education. Representatives from the Council for Catholic Maintained Schools and the Western Education and Library Board were approached and invited to participate. The researcher also identified key police as participants, namely the District Commander, the Crime Manager, Community Involvement Branch and the Crime Prevention Officer.

Limitations of this sample were that pertinent opinions may have been ignored, e.g. first hand knowledge of school principals and opinions/knowledge of students. There was also the potential that directives from the group members could be ignored by those required to take action at the implementation stage.

6. RESULTS AND ANALYSIS.

6.1 Results from Secondary Sources.

The problem profile analysis covered the period from 1st April 2002 to 22nd January 2004. The analysis used the 5 Ws and H principal and the problem analysis triangle (victim, location, offender) was also used to identify patterns and trends.

- **WHAT:** Crime pattern analysis helped to ascertain the dynamics of the problem.
- **WHEN:** Time pattern analysis revealed the key time for the crime, i.e. holiday periods, nighttime etc.

- WHERE: Location/hotspot analysis identified establishments most at risk.
- WHO: Offender profiles obtained through analysis.
- WHY: Poorly secured establishments were examined.
- HOW: Modus operandi examined, including repeat locations.

During this period there were 452-recorded crimes in schools and further & higher education establishments in Foyle District Command Unit, equivalent to 20 reports per month. Most of the incidents involved burglaries, thefts and criminal damage:

- 126 burglaries, 28% of all reported incidents.
- 79 thefts, 17% of all reported incidents.
- 84 criminal damage, 19% of all reported incidents.
- A further 74 cases (16%) were reports of youths causing annoyance.

Burglary and criminal damage accounted for almost 6 incidents every week and there was one reported burglary every 5 days.

When the location profile was considered, it became apparent that a number of establishments suffered from repeat victimisation, with some premises being broken into twice within 48 hours.

In the period examined, the value of property stolen in burglaries/thefts was £65,111, and the value of property damaged was £53,985, a total of £119,096. Other costs were obviously also incurred, for example, replacement cost of items, increases in insurance premiums, impact on local budget, (paying to replace items stolen may mean foregoing the purchase of other equipment or impact on the budget available for staffing), and finally, the time costs incurred in dealing with the crime.

Clearly the cost of police time dealing with these crimes is considerable.

Information on the cost of dealing with incidents in terms of police activity was not available locally, but Home Office research had been carried out to calculate the approximate cost, (The Economic and Social Cost of Crime, Home Office Research Study 217). It calculated the following:

- Best estimate of cost of police activity in dealing with commercial burglary = £240 per incident.
- Best estimate of cost of police activity in dealing with criminal damage = £30 per incident.

Using these figures, the cost of police time in dealing with burglaries, thefts and criminal damage at educational establishments in Foyle District Command Unit from 1st April 2002 to 22nd February 2004 was approximately £32,760. This does not include all crime such as assaults, car crime, youths causing annoyance etc., and does not take into account the cost of police time in proactive operations to deal with the crime.

The Home Office study suggests that the average monetary value of preventing one burglary is £2,200 and the average monetary value of preventing one criminal damage is £500. This is based on the costs to victims, criminal justice agencies, health and victim services, lost productivity, security and insurance expenditure. Therefore, the total cost of these three crimes at educational establishments in the period examined was approximately £151,856.

Analysis indicated that property most likely to be targeted was audiovisual equipment, computers, cameras and electrical goods, which in the vast majority of cases was not security marked and serial numbers were not recorded.

During the period examined, it was most likely for crimes to occur overnight between Thursday and Sunday. It was evident that many educational establishments were ignoring crime prevention advice. Follow up action from police to victims indicated that there was generally poor security, i.e. poor alarm systems or no alarms on mobile classrooms. Lack of natural surveillance around premises with high fences made access by police difficult and left criminals with little chance of being seen once they had gained entry.

6.2 Results from Primary Sources.

The initial interviews resulted in:

- 100% agreement among participants in the group that there was a problem that needed to be addressed.
- A diversity of opinions were expressed in relation to the objectives that should be set, with agreement reached on the following:
 1. A Mission Statement:

“To ensure partnership and co-operation between the Police Service of Northern Ireland, Foyle District Command Unit, the Council for Catholic Maintained Schools, the Western Education and Library Board, the North West Institute of Further & Higher Education, the University of Ulster, Magee Campus to:

 - Reduce crime at schools and further and higher education establishments in the Derry City Council area.
 - To improve the quality of life for all persons within educational establishments and those persons who reside within the vicinity of the establishments”.
 2. To meet monthly over a 3-4 month period to discuss and refine suggested objectives and to prepare a partnership protocol.
 3. Information on crime prevention services to be included in the protocol.
 4. Information on Community Involvement services to be included in the protocol.
 5. A summary of the main provisions of legislation on drugs, burglary, criminal damage, theft and assaults to be drawn up and included in the protocol.
 6. To organise a public launch of the agreed protocol and to run over an initial period of one year.
 7. To hold quarterly meetings to evaluate performance and effectiveness and to amend the protocol as required. Evaluations to be based on quarterly problem profile analysis comparing the FYTD with the PFYTD.

Following these initial findings, a series of four further meetings took place within the agreed time frame, resulting in the development of the protocol.

The agreed objectives of the protocol were as follows:

- To reduce the incidents of burglaries, criminal damage and thefts at educational establishments during the period 1st June 2004 to the 31st May 2005. Quarterly meetings of the partners will take place during this period to evaluate performance and amend the protocol as required.

- To share ownership of the problem through a continued partnership approach.
- A media strategy will be drawn up by all the partners' public relations departments.
- Crime analysts will provide statistical information to the partners on a quarterly basis covering the period commencing 1st June 2004. This will include a breakdown of crime and incidents, location profiles, cost of the crime, modus operandi and time pattern analysis, analysis of the problem and proposals for future action.
- A crime prevention leaflet will be prepared by the Crime Prevention Department, which will be distributed in targeted leaflet drops by Community Officers following a crime. CCMS, WELB, NWIFHE and Magee will devise an internal method of notifying their staff, students and parents etc., when a crime is committed.
- Posters will be prepared by the Crime Prevention Department to highlight the problem of crime at schools and further & higher education establishments.
- Members of the Crime Prevention Department and Community Involvement Branch will regularly visit educational establishments by agreement, to give advice and encourage them to implement recommendations, e.g. update alarms, installation of CCTV etc., and present education packages. A formal letter on the services available will be sent to each establishment.
- A contact list of statutory/voluntary agencies and their role will be provided to the partners.
- Community Officers will liaise residents in the vicinity of educational establishments, community associations and community forums to consider the introduction of 'SCHOOL WATCH'. This would include encouraging residents to report suspicious activity.
- Sector Commanders will act as liaison officers with all the educational establishments in their area to exchange information and offer advice and assistance as required.
- CCMS, WELB, NWIFHE and Magee will regularly review the risk management and security arrangements at their establishments.
- Exclusion of persons from educational establishments. The partners will research this matter and consider pursuing a trespass policy at identified times of the day.
- Targeted patrolling and proactive operations will be carried out at educational establishments based on analytical material, i.e. location profiles/hotspots, modus operandi and time pattern analysis, clearances and offender profile. These will be detailed at monthly tactical crime group meetings.
- CCMS, WELB, NWIFHE and Magee will consider using 'SmartWater' to protect their premises. This is considered to be a formidable weapon in the fight against crime. 'SmartWater' is a liquid forensic coding system, a non-hazardous coded combination of chemicals in an aqueous mix. When dry, in normal lighting conditions it is virtually undetectable, but it glows under ultraviolet light and is almost impossible to remove. Even the slightest trace can be analysed for evidence like DNA. Each unique 'SmartWater' code can be identified and authenticated, linking suspects/property directly with the crime scene. Criminals have a good awareness of 'SmartWater' from the media and regard protected premises as too high a risk to target. It is a potent, sophisticated deterrent to burglary.
- The partners will consider issues concerning old and vulnerable persons residing close to their establishments, and flag up these issues with their students, staff and parents.
- All incidents of suspected drugs misuse will be handled promptly and with discretion, understanding and tact in accordance with the agreed Council for Curriculum and Educational Assessment guidelines.

Police on request will provide drugs presentations.

As a result of the agreed objectives, an implementation plan was drawn up.

The partnership protocol was submitted to the Derry District Policing Partnership and the Derry City Council Community Safety Partnership for their endorsement. This was duly given.

The protocol was publicly launched at the City Hotel in Londonderry on Thursday 27th May 2004. (This was the only real cost to police apart from time spent at the meetings and on writing up the protocol). The launch was attended by a large number of people including the Mayor of Derry, Councillor Shaun Gallagher, representatives from the statutory/community/voluntary sector, elected representatives, members of both the District Policing Partnership and the Northern Ireland Policing Board. The media gave wide coverage of the launch.

5. CONCLUSIONS.

7.1 The first objective was to use secondary sources to analyse the extent and nature of the problem. The problem profile was detailed in terms of the 5 Ws and H principal. It illustrated the extent of the problem and was an extremely useful tool in presenting the facts to the partner group. Indeed, it went further, by actually shocking the partners, who were oblivious to the cost of the crime. It also highlighted the failure of some people to take notice of simple crime prevention advice. Repeat victimisation was identified and is now being addressed by proactive police operations and crime prevention measures.

7.2 The second objective was to identify and work with interested parties to develop a protocol to respond to the problem within a framework of one year. The decision to involve people at a strategic level proved to be the right one. The group were very responsive and quickly developed into a team. Its size was manageable and the task was realistic and challenging. All those involved displayed the necessary competences and technical knowledge in their own field. A combination of influences strategies were used to get things done, however, this was relatively easy as all of the team associated with the problem and quickly agreed to the development of a protocol. Structured group involvement allowed everyone to contribute and generated many ideas, which formed the basis of the agreed objectives. The decision to have a time frame of one year to monitor and evaluate the protocol and its success or otherwise was agreed and a document containing the agreed objectives was produced.

7.3 The third objective was to develop a strategy for ongoing monitoring and evaluation of the problem and the responses to it. It was agreed that an implementation plan should be drawn up which would list the objectives and indicate what action was required, who should carry it out and within what time scale. Partners were given ownership of certain aspects of the plan and would be held to account at quarterly meetings to evaluate performance. Success or failure would be judged in terms of monthly statistical evaluation by local analysts, which would provide details on the number of crimes in that quarter compared to the same period in the previous year and the financial implications of the crime. Public perception would be considered as a gauge to how well the strategy is perceived to be working. It was recognised that setting objectives was the easy part, to have them carried out was a different matter. Each of the partners undertook to address this matter with the relevant personnel under their control.

Once the protocol has been running for twelve months, consideration has to be given to the completion of an external evaluation carried out by postgraduate students at the University of Ulster.

5. MEETING THE OBJECTIVES.

The main aim of the partnership protocol was to reduce crime at schools and further & higher education establishments in the Derry City Council area over the period of one year. In order to measure this, the number of crimes that occurred and the resulting cost were compared on a quarterly basis with the same period in the previous year.

In the first quarter, 1st June 2004 – 31st August 2004, crime at schools and further & higher educational establishments has reduced by 27% compared to the same period in 2003, with burglaries reducing by 67.5%.

The cost of the crime has dropped from £33,795 to £8,375, a reduction of £25,420. The results in this quarter

have far surpassed both police and partner expectations, particularly as this period included the school summer holidays, when crime at these establishments has historically increased.

In the second quarter, 1st September 2004 – 30th November 2004, crime at schools and further & higher educational establishments has reduced by 16% compared to the same period in 2003, with burglaries reducing by 60%. The cost of the crime has dropped from £22,092 to £16,795, a reduction of £5,297.

In conclusion, the first six months of the protocol has seen an overall reduction in crime at schools/colleges of 21.5% compared to the same period in 2003, with burglaries reducing by 61.7%. The cost of the crime has dropped from £55,887 to £25,170, a reduction of £30,717. The cost in terms of police time dealing with crime amounted to £17,744 compared to approximately £32,760 during a six-month period prior to the initiative, a saving of £15,024.

The Chief Executive of the Western Education and Library Board has communicated his desire for this protocol to be developed in all other District Command areas in the Western Board and has already started negotiations with the District Commander in Omagh. This illustrates his commitment to the protocol, which is easily transferable to other areas.

REFERENCES.

1. Home Office No.10, Crime Project and Reduction Strategy.

5. Kakabadse et al, 1998, (Cited in 'Managing People, Working with Others, 2000, The Open University).

5. 'Pulling the Plug on Computer Theft', Policing and Reducing Crime, Research Series, Paper 101.

5. 'Repeat Victimization: Taking Stock', Ken Pease, Crime Detection and Prevention, Paper 90.

5. 'The Economic and Social Costs of Crime', Home Office Research, Study 217.

EXAMPLES OF LETTERS OF SUPPORT.

These are attached in PDF form to the e-mail sent to the Home Office.