

POLICE

Understanding the sequence of events and identifying warning signs or missed interventions.

- Build a timeline of Jamie's actions leading up to and during the crime.
- Interview other witnesses or characters.
- Ask: What laws were broken?

SCHOOL STAFF

Understanding Jamie's behaviour, wellbeing, and support (or lack of) in school.

- Review his attendance, behaviour logs, and academic record.
- Consider: Were staff aware of any changes in his mood or social life?
- Ask: What could the school

CHILD PSYCHOLO- GISTS

Understanding Jamie's mental and emotional development.

- Interpret diary entries.
- Consider the science of the developing teenage brain: impulsivity, emotional regulation, identity crises.
- Ask: What might Jamie have been feeling? How was his mental health?

DIGITAL SAFETY OFFICERS

Understanding Jamie's online life and exposure to harmful content.

- Review screenshots of chat messages and search history.
- Track how radicalisation might have led him down a dangerous path.
- Did any platform fail to protect him?
- Ask: What advice for being online should be given to teens and families?

Jamie Miller

Student Records & Observations

Attendance record

Behaviour report

Academic performance report



Attendance Record

Collated by Mrs Bailey

Date: April 25th 2025

Summary:

In Year 7, Jamie achieved 96% attendance.

However, during Year 8 Jamie's attendance has been consistently below the school's expected threshold – 86%. Over the past term, even when he has been in school he has attended only 78% of lessons, with a noticeable increase in unexplained absences since Christmas.

There were also multiple late arrivals and reports of Jamie leaving lessons without permission.

Concerns had been raised during pastoral meetings, though no formal intervention was initiated.

Behaviour Report

Collated by Mrs Bailey

Date: April 25th 2025

Summary:

Jamie's behaviour record shows a gradual decline over the past six months. Initially, in Year 7, he was quiet and compliant. However, he has become increasingly defiant and isolated, with several low-level incidents recorded for disruption, refusal to follow instructions, and inappropriate language.

In the weeks before the incident between Jamie and Katie, Jamie was involved in two serious incidents — one verbal altercation with a peer and one case of walking out of a lesson without explanation. His form tutor had noted a shift in his attitude during registration, claiming he appeared “withdrawn”.

Although staff logged concerns and attempted to refer Jamie for internal mentoring, this was not followed up due to staffing pressures.

Academic Performance Report

Collated by Mrs Bailey

Date: April 25th 2025

Summary:

Jamie's academic performance has been inconsistent over the past academic year. In Year 7, he was working at expected levels in most subjects, with particular strengths in English and History. However, Year 8 data shows a noticeable decline, especially in Maths and Science, where he is now working below target.

Teachers have noted that Jamie's classwork is often incomplete, and he rarely hands in homework. They have also reported a lack of focus, low engagement, and a reluctance to participate in class discussions. Despite attempts at intervention, including catch-up sessions and parental contact, there was minimal improvement.

Jamie Miller

Criminal Investigation File

Incident report summary

CCTV footage description

Legal considerations



WEST YORKSHIRE
POLICE

Incident Report Summary

Completed by Detective Inspector Luke Bascombe

Date of report: April 12 2025

Case Reference: 2435/JM/25

Summary:

At approximately 17:45 hours, emergency services were called to Bruntwood Shopping Centre car park following reports of a serious assault involving two juveniles. Upon arrival, officers found a 13-year-old female, later identified as Katie Leonard, with multiple stab wounds. CPR was administered at the scene; however, she was pronounced dead at 18:34.

The victim's stab wounds suggest that the weapon was a kitchen knife. This is still missing, and investigations into its whereabouts is ongoing.

Initial findings suggest premeditation. Next enquiries will focus on his home life, schooling, and digital footprint.

CCTV Footage Description

Completed by Detective Sergeant Misha Frank

Date of review: April 12 2025

Footage Source: Bruntwood Shopping Centre – Rear Car Park (Camera 4A)

Time Frame Reviewed: 17.20 – 17.45

Description:

Footage captures Jamie Miller entering the rear car park area at 17:23, wearing a grey hoodie with the hood up and carrying a rucksack. He paces the area for approximately eleven minutes, frequently checking his phone and scanning his surroundings. At 17:34, the victim, Katie Leonard, enters the car park alone, walking at a steady pace and holding her phone.

Jamie is seen approaching from behind, pausing briefly before following her across the lot. The pair seem to have a conversation for a few minutes. Katie looks visibly worried and can be seen backing away from Jamie. At 17:38:15, the footage captures Jamie removing a kitchen knife from his rucksack and stabbing Katie seven times. He puts the knife back in his bag and flees the scene, heading towards Crompton Street.

No other individuals are seen in the immediate vicinity during this time. Lighting and image clarity are sufficient to confirm identity.

Legal Considerations

Completed by Detective Sergeant Misha Frank

Case Reference: 2435/JM/25

Subject: Jamie Miller (13)

Victim: Katie Leonard (14)

Summary:

Jamie Miller is a minor, aged 13 at the time of the offence. While he is below the age of full criminal responsibility under adult law, he is still legally accountable under the Youth Criminal Justice Act.

The offence qualifies as grievous bodily harm with intent, escalating to manslaughter or murder depending on the CPS decision and psychological assessment.

Potential Areas of Negligence or Missed Intervention:

- School safeguarding logs indicate multiple reports of behavioural changes and social withdrawal, which were noted but not formally followed up.
- Online activity shows evidence of exposure to violent content and potential radicalisation, with no apparent parental or platform intervention.
- Parents admitted to not routinely checking his online activity and assumed he was “safe in his room.”

Key Legal Questions:

- Could any adult or institution be held legally negligent for failing to intervene earlier?
- Was Jamie manipulated online in a way that shifts legal responsibility?
- Are there failures in school or digital safeguarding that contributed to the outcome?

Important information found in evidence:

Questions to ask Jamie Miller:

1. _____

2. _____

3. _____

4. _____

Jamie Miller

Personal Documents

Diary entry

Sketch

Creative writing task



meadows
**psychology
service**

Diary Entry

Analysed by Key Worker at Local Authority

Date: March 28th 2025

Entry:

Some days I feel like I'm not in my body. Like I'm watching someone else do things. I try to say stuff but it just sounds weird. Ryan says I'm too quiet, but when I do talk it's always wrong. Online I don't have to be Jamie. I'm just J13. That's easier. He tells me I'm not weak – even though I feel it all the time.

Sketch (Found in school folder)

Analysed by Key Worker at Local Authority

Date: March 31st 2025

Summary of Drawing:

A figure stands at the bottom of a staircase. Each step is labelled: fake, stupid, loser, weak.

The top step has a dark silhouette holding a knife, captioned "Power."

In the corner is a stick figure labelled "Mum" with a broken speech bubble.

Excerpt from Creative Writing Task (English Lesson)

Analysed by Key Worker at Local Authority

Date: April 3rd 2025

Creative Writing Task:

Title: When I Stop Feeling

The boy woke up and put on the armour. He didn't remember why he needed it, just that it made things quieter. Everyone looked through him anyway. At night, the voice told him stories about strength. The kind of strength that makes people shut up. The kind that makes people listen.

Jamie Miller

Digital Footprint

Chat log

Instagram engagement

Search history



Chat Log

Downloaded from Snapchat

Date: March 3 2025

Chat Log:

BloodSparta67: time 2 level up .. words mean nothing. action makes you real

J13: not sure I can

BloodSparta67: Weakness gets walked on bro ! look around u – whos standing up for you? No one. so stand up for yourself.

J13: yeh.. they wont ignore me after this

Instagram Engagement Log

Downloaded from Instagram

Date: February 28 2025

Summary of Engagement on Recent Instagram Post:

Instagram caption, written by @f_hammy7:

“Why boys don’t cry – and shouldn’t

Being soft is why no one respects you. Strength isn’t toxic – it’s survival. Make them fear you if they won’t listen.”

Jamie liked this post and commented:

“finally some1 who gets it !! sick of people pretending weakness is normal”

Other engagement:

Liked 7 posts about “male power” and “silencing disloyal people”.

Viewed threads on weapons and “first strikes”.

Search History

Downloaded from Safari

Date: April 11 2025

Search History:

- “how to hide a knife in a bag”
- “what happens if a kid stabs someone UK law”
- “teens who got revenge on bullies”
- “how to get people to respect you fast”
- “can police see deleted messages”

Adolescence: Final Reflection & Self-Assessment

This unit wasn't just about acting – it was about understanding ourselves, each other, and the world around us. Use this self-assessment to reflect on your journey through the scheme.

PART 1: My Learning Journey

1. What new ideas or issues did this unit make you think about?

This unit made me think about new ideas and issues, such as _____

_____.

2a. Which drama technique helped you connect most deeply with *Adolescence*? Just choose one.

 ☐ Body mapping

 ☐ Scene of the Blast

 ☐ Mask work

 ☐ Mantle of the Expert

 ☐ Den building & stylised movement

2b. Explain your choice:

_____ *helped me connect with Adolescence*

because _____

_____.

3. What was the most emotional or powerful moment for you in this unit?

The most emotional/powerful moment in this unit, for me, was _____

_____.

This affected me because _____

_____.

🗣️ PART 2: My Voice, My Choices

1. Tick any of the boxes that feel true for you:

- ☐ In this unit, I listened to other people's views, even when they were different to mine.
- ☐ In this unit, I used Drama to explore hard or sensitive topics.
- ☐ I felt safe expressing thoughts or emotions in this unit.
- ☐ I helped others in my group feel heard in this unit.
- ☐ After this unit, I understand more about how small actions can have big impacts.

2. Complete the sentence:

After this unit, one thing I understand better about myself or others is _____

_____.

🔑 PART 3: Looking Forward

1. Tick the area you think you've progressed the most during this unit. Just choose one.

- ★ ☐ Confidence
- ★ ☐ Teamwork
- ★ ☐ Empathy
- ★ ☐ Speaking and listening
- ★ ☐ Emotional understanding
- ★ ☐ Creative thinking

2. How can you tell that you have progressed the most in this area?

I can tell that I have progressed the most in this area because _____

_____.

🗣️ PART 4: Final Thought

1. What advice would you give to the next Year 8 group starting this unit?

If I could give one piece of advice to next year's Year 8 before studying Adolescence, it would be

_____.