

**Weapons-related incidents:
Partnership Protocol
May 2022**



Table of Contents

Introduction	2
The Hillingdon Partnership Commitment	2
Context	3
Protocol Aims	6
Definitions	6
Reporting	7
Actions when an Offensive Weapon is suspected	7
Post Incident/Recommendations	8
The Safer Schools Officer	9
Deciding on the school sanction	9
Checklist	10
Appendix 1 – Useful Information	12
Appendix 2 – Post Incident Support	12
Appendix 3 – Risk Assessment and Weapons Handling	13
Appendix 4 – Case Studies	15
Appendix 5 – Vulnerabilities assessment associated with an Offensive Weapon or Prohibited Item	19

Review: May 2023

1. Introduction

The partnership consists of representatives from the Local Authority, police, alternative provisions, mainstream schools, youth justice and professionals from children and young people services.

The purpose of the partnership is to respond to an increase in the number of young people carrying an offensive weapon and prohibited item in schools and within the school community.

The partnership consists of:

- Exclusions and Reintegration Lead Officer (LBH)
- Secondary School representative
- Primary School representative
- Alternative Provision representative
- Specialist provision representative
- Safer Schools Officers
- Youth Justice Service representative
- Children's Services representative
- Axis representative
- Community Safety Team
- Virtual School representative

The protocol is designed as a strategic response to offensive weapons and prohibited items to ensure our schools are a safer place for staff, pupils, parents, and visitors.

2. The Hillingdon Partnership commitment

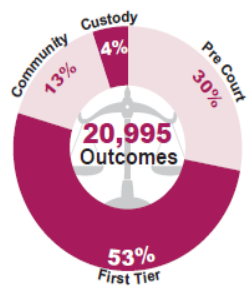
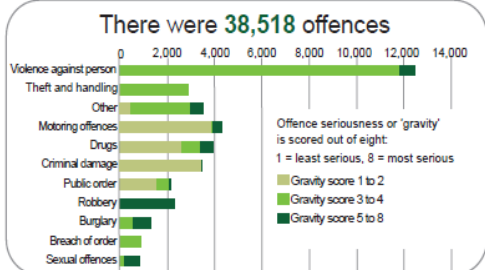
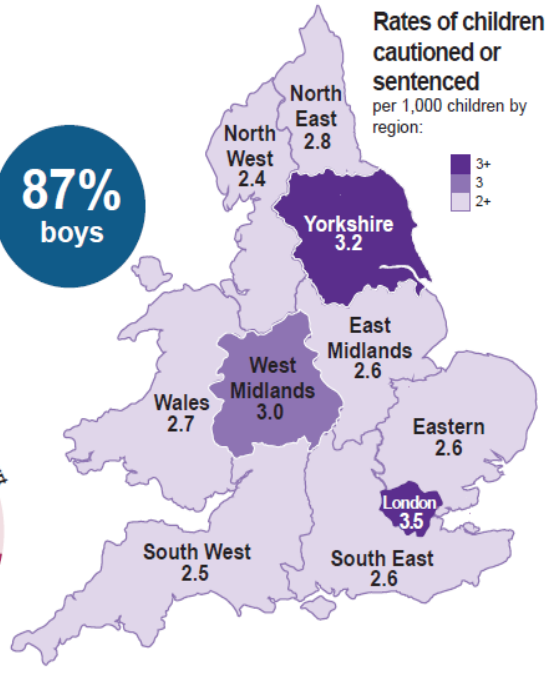
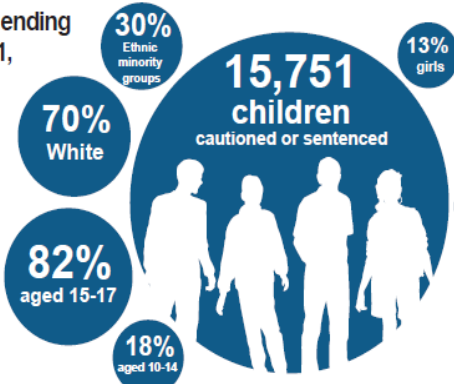
- Working together to reduce exclusions for pupil cohorts which are consistently higher than the average across the local authority, including young people with SEN needs, Looked After Children and pupils receiving free school meal (FSM).
- Implementing an early intervention approach that does not stigmatise education settings seeking to be open and proactive in preventing offensive weapons or prohibited items.
- Preventing young people from entering the criminal justice system on a first offence.
- Ensuring appropriate interventions are put in place to divert young people from re-offending.
- Supporting young people who are the victims of knife-crime and their families.
- Working with parents/carers to raise awareness of internet safety and risks posed by social media.
- Ensuring mainstream schools are actively educating pupils on the dangers of offensive weapons and prohibited items in schools.

3. Context: Youth Justice Statistics 2020/21

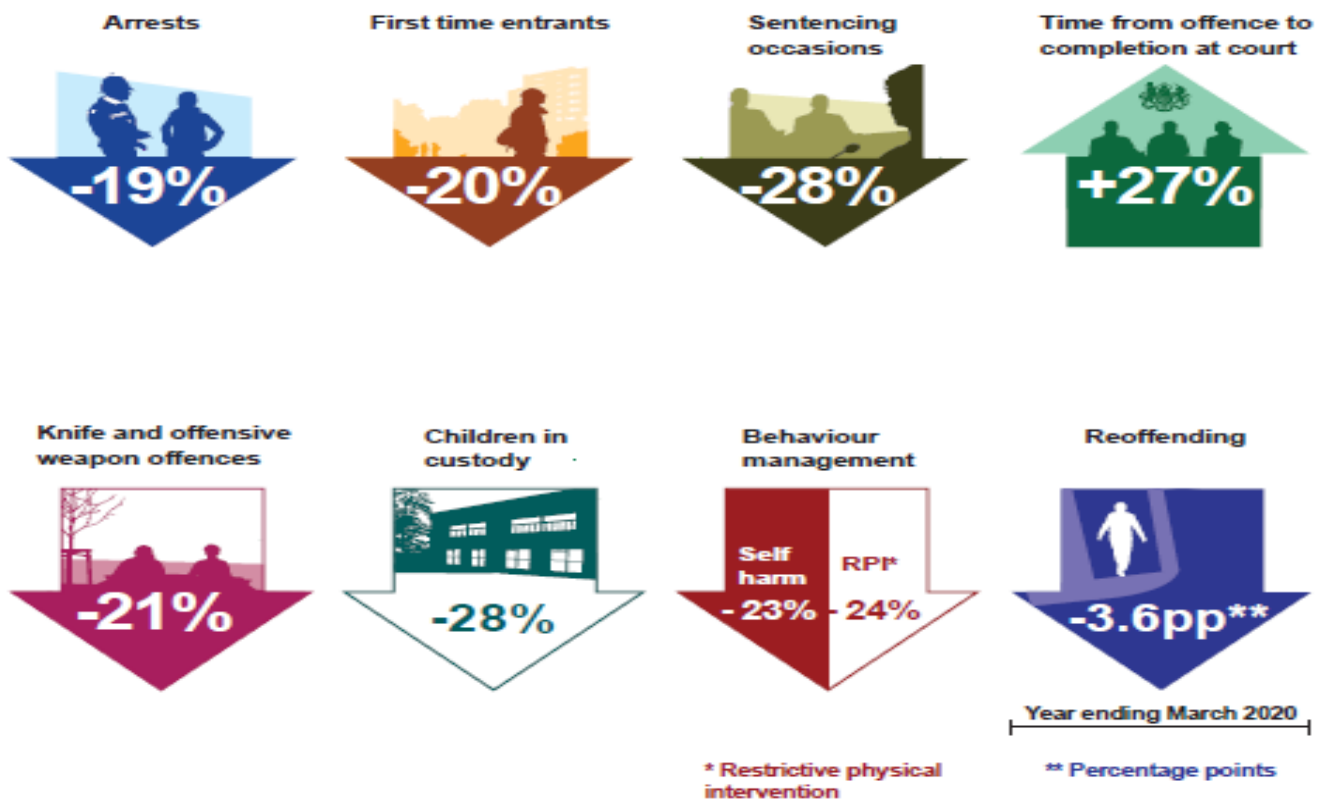


Ministry of Justice

In the year ending March 2021, except where stated:



Percentage change to previous year



Knife crime is a term used commonly in the media to refer, primarily, to street-based knife assaults and knife-carrying. However, there are many different criminal offences relating to knives. For example:

- it is an offence to threaten or cause harm to a person with a bladed weapon
- some bladed weapons are prohibited from being sold or purchased, including to anyone under the age of 18
- offences such as robbery or assault can be aggravated if a knife is involved
- it is also an offence to carry a knife in a public place without good reason.

In relation to young people, knife crime in England and Wales has steadily declined over the last three years after reaching an all-time high in 2018. Nonetheless, the use of weapons by young people, and in particular, knives is a growing concern.

Knife or sharp instrument offences continue to be concentrated in metropolitan areas with almost a third of all offences recorded by the police taking place in London.

In 2019, Ofsted published '[Safeguarding children and young people in education from knife crime: Lessons from London](#)' and concluded that no single agency can solve knife crime in isolation.

The report made several recommendations for strengthening existing practices to afford children and young people greater protection. These recommendations are:

1. Teaching of the curriculum in schools which reflects local safeguarding issues and trends, including knife awareness.
2. Teaching the curriculum and supporting children to achieve.
3. Coordinating early help and prevention.

4. Partnership working and strategic planning in London should be improved.
5. Improving information-sharing.
6. Exclusions and manage moves.
7. PAN London safeguarding partners should challenge schools and colleges to share information when children move schools, via managed moves or when permanently excluded from school.
8. Local safeguarding partnerships should facilitate all agencies including schools and colleges in challenging each other's practice if they fail to contribute to the knife crime strategy.
9. The Metropolitan Police Force needs to establish a clear and consistent protocol of an understanding with schools to ensure that they and schools routinely share information for the purposes of safeguarding
10. Department for Education should collect data from schools about managed moves

School leaders involved in the Ofsted research identified 'vulnerability' as a common denominator among pupils found to be carrying bladed objects into school. These pupils are often seen as at high risk of being groomed into gangs for the purposes of criminal exploitation.

The report also found the most dangerous time for children is shortly after school, between 4pm and 6pm. So, while children may feel safe on site, safety after school is a concern for children, parents and teachers. The report concludes that several permanent exclusions for knife related incidents resulted from situations that happened outside school or at the weekends

In 2019, the then Children's Commissioner, Anne Longfield, published a report on gangs '[Still Not Safe](#)'. The report outlines the interconnected ways in which a child becomes most at risk of being groomed or exploited by gangs. Longfield identified the point at which a child is removed from an institution, being excluded or off-rolled, as integral to their shift towards gang involvement or exploitation.

The London Borough of Hillingdon Partnership recognises that knife-crime does not exist in a vacuum; children who are both the victims and perpetrators of knife-crime are likely to experience multiple layers of vulnerability. For example, they may have witnessed other children carrying knives, or have suffered trauma which has had an impact on their ability to make safe choices and self-regulate, as well as feel the need to carry knives for 'protection'.

Our local responses to knife-crime are being framed within the context of the government's Serious Violence Strategy, and The Mayor's Office for Policing and Crime (MOPAC) knife crime strategy. These strategies identify that, in addition to law enforcement, multi-agency, early intervention and partnership work with children and young people is crucial. The partnership in Hillingdon is committed to this approach.

Partners are working together to reduce the number of young people exposed to knife-crime and other weapon-related incidents. This protocol supports that approach.

5. Protocol Aims

- To establish guidance and processes to be followed in the event of a risk of an offensive weapon or prohibited item being brought into school
- To provide a wraparound service for children and young people, in the event of an offensive weapons incident and ensure there is ongoing support for young people to address these risky behaviours
- Seek to ensure all Hillingdon pupils, regardless of age and which school they attend, receive equitable responses and support if they are involved in incidents involving offensive weapons
- To ensure schools are a safe place for staff, pupils, parents and visitors where interventions can take place to prevent escalating behaviour, including the carrying of weapons, both within school and across the community
- To offer guidance tools to support schools when assessing situations which involve children and young people bringing an offensive weapon or prohibited item into school. Case studies have been offered, to give perception on real life situations and allow advisory actions when making decisions based on the incidents.
- To understand the rise in knife crime incidents and the link with serious youth violence, gangs and exploitation.

6. Definitions

The term 'offensive weapon' is defined as: *any article made or adapted for use to causing injury to the person or intended by the person having it with him for such use".*

Offensive weapons fall into three categories:

- Those made for causing injury to the person. These include machetes, swords, flick knives, truncheons. These weapons are classed as having no innocent quality. Other weapons which do not fall into this category do have an innocent purpose such as ordinary razors, penknives and lock knives.
- Those adapted for such a purpose.
- Those not so made or adapted, but carried with the intention of causing injury to the person (this definition offers much broader scope to include items which do have an innocent purpose but are carried with the intent to use them as an offensive weapon)

7. Reporting

Where an immediate response to an incident at the school is required, dial 999

For example, a student has been detained in possession of a knife on school premises and poses or is likely to pose a risk of:

1. Danger to life
2. Use or immediate threat of use, of violence
3. Serious injury to a person
4. Serious damage to property

When there isn't such an immediate risk, schools should report incidents to the police non-emergency number by dialling 101.

8. Action for schools when an offensive weapon is suspected

- Where a pupil is found in possession on school premises of any article which has a blade or is sharply pointed, school staff must immediately report this to the police by telephoning 101 or contacting the safer schools police officer. When a serious incident is in progress school staff should report to the Police by ringing 999.
- Under most other circumstances, the police should be informed of any incident believed to involve a weapon. However, where in the judgement of staff, the circumstances are innocent and there is no suggestion of the use of the article as a weapon, the matter may be dealt with internally. If there is any doubt, the school must inform the Police.
- When reporting incidents to the police, schools should give their evaluation of the seriousness of the incident (i.e. in progress, immediate threat or request for weapon collection only) to assist the police in judging the nature and immediacy of the response required. An incident form should be completed as soon as possible.
- Where there are reasonable grounds to suspect a pupil might have in their possession an offensive weapon, it may be appropriate for the Headteacher or an authorised and trained member of staff, to conduct a search of the pupil or their possessions with or without the pupil's consent.
- If during a search the member of staff finds anything they suspect may fall under the definition of an offensive weapon they may seize and retain it
- Where the person is suspected of carrying a weapon and is not a registered pupil at the school, or where the incident takes place outside the school premises and where the pupil is not under the charge of the school, any search should only be undertaken by a police officer
- Where an offensive weapon is found on school premises, school staff may take possession of the object. Schools should make their own arrangements as to which members of staff may be authorised to do so. Possession of the weapon in such circumstances by a member of staff is likely to be with good reason or lawful authority, and thus not an offence under the Offensive Weapons Act 1996. However, a member of staff in possession of a weapon in such circumstances should secure it, and
 - Arrange, without delay, to surrender it to the police
 - Where satisfied it is reasonable to do so, arrange for it to be taken away by the parent or guardian of the person from whom it was taken. However, some

weapons are by their very nature offensive and should under no circumstances be returned

- Where weapons are returned or surrendered to the police, an incident form should be completed, and a copy provided to the police.

9. Post Incident Recommendations

There should be consideration of how to manage the situation immediately post-incident to ensure the safety of pupils, staff, and members of the public. The following should be considered in no particular order:

- In the case of a serious incident the local authority should be informed in line with the council's incident reporting procedure.
- Support for the staff and pupils involved should be arranged by the school and local authority. This support will vary based on the nature and severity of the incident. Schools can contact specific services outlined in Appendix 4 for support.
- Support for dealing with the media can be found in Hillingdon's Critical Incident Policy.
- An immediate vulnerabilities risk assessment should be undertaken with regards to the child or young person and the incident (appendix 5). The risk assessment should seek to
 - establish why the child or young person was in possession of an offensive weapon
 - give clarity around the next options which can be considered for support. Where a risk assessment establishes the child or young person as at risk to exploitation or county lines, then the ongoing support provided is crucial.
- An immediate referral to the local authority's [Stronger Families Hub](#) should be made in line with a child or young person bringing an offensive weapon into school.
- Following an incident, an appropriate school sanction should be considered at the discretion of the headteacher after a full investigation into the incident has taken place, in accordance with [DfE guidance](#).
- Consideration should be given to what support is offered to anyone who has been adversely affected by a child or young person bringing an offensive weapon into school. It may be necessary to consider what is offered to any victims to such behaviours, such as counselling. Schools can contact specific services outlined in Appendix 4 for support.
- If following the incident investigation, the child or young person is considered to be at risk of Permanent Exclusion, the school should contact the Lead Exclusions & Reintegration Officer in Hillingdon (exclusionsupport@hillingdon.gov.uk). They will be able to arrange an emergency meeting with key partners to discuss the options and support available. The group will consider the nature of the incident and may recommend an alternative placement as an avoidance to permanent exclusion.

10. The Safer Schools Officer

The Safer School's Officers (SSO) in Hillingdon has led on education sessions within secondary school education, including mainstreams, PRU's, UTC's and some independent or SEND schools.

There is an opportunity to deliver education sessions within primary schools, if there is a need to do it, which includes if there has been a rise in offensive weapons and prohibited items. This is done by the youth engagement team.

Hillingdon SSO's offer all schools the opportunity to conduct weapon screening operations to support with offensive weapons and prohibited items. Due to lockdown, this has not been put in place but is something that is now encouraged amongst schools, in particular secondary schools.

Most secondary provisions have a named contact, primary schools do not have a named contact.

11. Deciding on the school sanction & next steps

The decision of the school sanction is based on the individual circumstances around the offensive weapon or prohibited item.

As a partnership, guidelines have been developed to provide schools with advice on actions which could be taken following an incident involving an offensive weapon:

- It is essential the individual circumstances of each case are considered to ensure the Headteacher's discretion is not fettered through the application of a blanket policy. This will include due consideration of whether it is possible for the pupil to remain in school without compromising the integrity of the school's behaviour policy or putting at risk the safety of others in the school. For example, is it necessary to permanently exclude the pupil? Have alternatives been considered?
- For Looked After Children the Headteacher should discuss the incident with the Virtual School Headteacher responsible for the child before coming to a final decision on the school sanction. The school should also ensure contact is made with the child's allocated Social Worker.
- For children and young people with an EHCP, the Headteacher will discuss the incident with the relevant SEND team manager before coming to a final decision on the school sanction to verify whether any additional support or alternative course of action is available.
- Where it is clear a pupil has had some involvement in a weapon-related incident, but the extent of their involvement is not yet known, Headteachers may choose to isolate the pupil on-site or direct them to an off-site provision until a full investigation has been carried out.
- Headteachers may consider issuing a fixed period suspension in the first instance to allow time for a thorough investigation to take place (e.g., collation of witness statements, CCTV evidence, feedback from agencies such as health, children's social care and the police) in line with Hillingdon's information sharing agreement. As it is unlawful to extend or convert an exclusion, Headteachers are advised to use the local authority's model letters within the [Exclusions Guidance and Support](#) for exceptional circumstances.

- Where new evidence comes to light about the extent of the pupil's involvement in the incident, the Headteacher may decide to issue a permanent exclusion. If so, Headteachers are advised to use the local authority's model letters, ensuring the reason/s for changing the sanction is/are noted, as well as the reason for the permanent exclusion.
- Where a permanent exclusion is issued, the school must ensure all relevant information provided by children's social care and the police are passed to Hillingdon's Exclusion and Reintegration team, together with the completed pupil summary, risk assessment, risk management plan, attendance certificate, last school report and incident report on day 1 of the permanent exclusion. This information is used by the local authority to meet its statutory duty to provide suitable education provision by day 6 of the permanent exclusion. Where a child or young person is a resident outside of the borough, this information should be shared with the relevant local authority.
- The clerk to the school's governing body must also convene a panel of three governors to review the Headteacher's decision and invite the pupil and family to attend. The Headteacher's report must be circulated to all parties at least 5 days prior to the hearing. The family group are also able to make written and/or oral representations to the governors.

13. Checklist

An advisory checklist has been formulated to support schools following an incident related to offensive weapons or prohibited items. The checklist acts as a guideline for staff and senior leaders in the event of such incidents occurring and will enable actions to be taken, to ensure schools can feel confident in reporting an incident of offensive weapons or prohibited items.

Questions	Yes/No (please circle)
Has the weapon been secured in line with police advice?	Yes/No
Has there been a reasonable assessment of a threat to use a weapon to harm a person, or cause them alarm, distress or fearful that violence will be used?	Yes/No
Source identified?	Yes/No
Have the child's parents/carers been informed?	Yes/No
Has the child been given the opportunity to give their accounts of events?	Yes/No
Has the incident been reported to the Safer Schools police officer?	Yes/No
Has a referral been made to children's social care (MASH)?	Yes/No
Has a response been received from children's social care (MASH)?	Yes/No
Has a response been received from the Safer Schools police officer?	Yes/No

Has the child received an offer of additional support?	Yes/No
Is it possible for the child to remain in school without compromising the safety of others?	Yes/No
If there is an identified victim, have their needs been assessed and any additional support or safety planning been put in place as appropriate?	Yes/No
Is it necessary to permanently exclude the child?	Yes/No
Have alternatives been considered (eg. multi agency intervention/wraparound/commissioned placement)?	Yes/No
<p>If a decision has been made to permanently exclude the child, have the:</p> <ul style="list-style-type: none"> • Letter • feedback from children’s services and police • incident report • risk assessment • pupil summary • attendance certificate • school report <p>been sent to Hillingdon’s Exclusions and Reintegration team (or relevant out of borough service) on Day 1 of the permanent exclusion?</p>	<p>Yes/No</p> <p>Yes/No</p> <p>Yes/No</p> <p>Yes/No</p> <p>Yes/No</p> <p>Yes/No</p> <p>Yes/No</p> <p>Yes/No</p>

Appendix 1: Useful Information

Knife Crime Strategy - [London Needs You Alive toolkit](#)

London Councils - [London Councils](#)

MOPAC – [Police and Crime Plan for London 2017 to 2021](#)

London Assembly – [London's Violence Reduction Unit](#)

Ministry of Justice – [The Code of Practice for Victims of Crime in England and Wales and supporting public information materials, 2020](#)

Violence Reduction Unit - [Three phases of critical incident management](#)

Imatter - [A guide to managing critical incidents in schools](#)

Public Health Scotland – [Information about ACES](#)

Appendix 2: Post Incident Support

- AXIS is Hillingdon's local offer and can provide support and advice around a young person who is at risk of exploitation, gang affiliation and serious youth violence. A referral needs to be made to axis@hillington.gov.uk, when there are any incidents involving offensive weapons or prohibited items for there to be an understanding of this concerned behaviour and how a package of support can be put in place for the young person.
- There is an opportunity for schools to reach out to [Makepeace](#). Makepeace is the work frontline officers from the Metropolitan Police carry out with young people on the consequences of youth violence who are 11 and above and provide an opportunity to build trust amongst young people and police officers while discussing the issue of youth violence.
- A PAN London service referral can be made to [Rescue and Response](#). Rescue and Response supports young people aged up to 25 years, who are involved in or affected by county line activity.
- Schools can seek guidance from charity [The New Way Trust](#) which provides interactive, area specific programmes for young people in the prevention of crime or serious youth violence.
- Mentoring can be sought from [Adolescent Development](#) services at the London Borough of Hillingdon, and this can be offered as a support package for a young person to support alongside an educative programme being delivered through other programmes.
- Training can also be provided for school staff titled: Risk Reduction Through Search and Confiscation Training for Trainers. Specific parts of the training, which have

been useful include an understanding of bag search, policies, and procedures, providing resources which includes the audit tool and knowledge around how items can be hidden. This training is delivered through Excel Group Solutions Ltd. For further information contact Caryn Cooper on 07789 957931 or email caryncooper@exceltrainingsolutions.co.uk

- [The London Gang Exit](#) work with 16 – 24-year-olds who are affected, associated or affiliated with gang related issues or serious youth violence and a referral can be made through this link.
- The Department for Education provides [guidance on searching, screening and confiscating](#). The guidance covers powers to search without consent, prohibited items schools can search for and powers to confiscate items found during searches

Appendix 3: Risk Assessment and Weapon Handling

Probability Impact Assessment

A probability impact assessment is a risk matrix approach; this simple assessment tool can allow education provisions to assess the ‘likelihood of something happening’ and ‘impact this could have’ if it did happen.

Situation	Examples
Environment	<ol style="list-style-type: none"> 1. Inside/outside school 2. Staff/children present 3. Busy/quiet place 4. Community involved – inside or outside school 5. Parental engagement
Young person	<ul style="list-style-type: none"> • History of young person – e.g. Social Care, early help, fixed term exclusions • Previous incidents of offensive weapons and prohibited items • Risk of exploitation/serious youth violence • SEN (Special Educational Needs) needs/Looked after child • Weapon with intent to use it.

	<ul style="list-style-type: none"> • Open case to AXIS/ Youth Justice service
Situation	<ul style="list-style-type: none"> • Has the young person brought the knife in with an intent on using it? • What type of weapon has been brought into school • From gathering the information, are the school satisfied that the young person has brought the knife into school with an intention to cause harm? • Through the young person's statement, has he expressed a reason for bringing in the offensive weapon for protection?
Weapon of intent	<ul style="list-style-type: none"> • Has the young person stated that he was intended to use the weapon to hurt someone else – statements, parents declaration, knife size?

The impact assessment should consider the weapon of intent and why the young person brought an offensive weapon into school.

By comparing the likelihood of an individual risk with the impact of the outcome if it does happen, you will be able to give a numerical score to your assessment. The table below is an example of a commonly used risk matrix system to calculate likelihood versus impact.

Assessing likelihood versus impact always includes an element of interpretation of information and often individuals will differ on where a line is drawn between the three grade levels. Do not be concerned if you have difficulty in being exact. This process is used in a huge variety of risk analysis processes, and it relies on professional judgement of the individual who is tasked with completing it.

Flow Chart A - Formulating and assessing the likelihood and impact of an offensive weapon coming into School

		Impact				
		Very Low	Low	Medium	High	Very High
Likelihood	Very High	Yellow	Yellow	Red	Red	Red
	High	Green	Yellow	Yellow	Red	Red
	Medium	Green	Yellow	Yellow	Red	Red
	Low	Green	Green	Yellow	Yellow	Red
	Very Low	Green	Green	Green	Green	Yellow

Examples of case studies where this risk matrix have been used can be seen in Appendix 4.

The case studies have been provided from real life situations and a probability risk assessment has been applied to demonstrate guidance and support and understand the assessment of risk when schools are making decisions regarding a young person.

Appendix 4: Case Studies

Each of these scenarios have been based on real life events, but with certain details changed to protect identities.

Case Study 1:

Ryan

Ryan is a Year Eight student with no prior concerns regarding his behaviour whilst being in mainstream education. Ryan has a diagnosis of high functioning autism spectrum disorder, and he took cooking as one of his core subjects. Whilst in a cooking lesson, Ryan pulled a cheese knife out of his bag and put it on the table. The teacher assessed the situation and was able to speak to Ryan outside the classroom about the cheese knife, who in turn stated that he took the cheese knife from home, and he wanted to bring it into cooking today. The teacher was able to use a restorative approach with Ryan as he was finding it difficult to understand why he was in trouble for the cheese knife.

Immediate Actions

- Assess the situation and immediate dangers - I.e., environment, young person, situation, weapon of intent – Probability/Impact Assessment undertaken. Score **Low/Medium**
- Spoke to the young person regarding the weapon which has been brought into school
- Ryan was also searched
- Cheese knife was immediately confiscated and taken out of the class

Follow up Actions

- Parents were informed of the situation and advised to speak to Ryan about the decision making leading to taking the cheese knife
- Safer School's Officer is contacted who has provided guidance for the school, which included advice about steps to take with Ryan
- Ryan is spoken to about the importance of taking things from home and he has been informed he can use the equipment which is already provided within the school
- Safety session was delivered by the school around bringing objects from home into school
- Referral made to the Stronger Families Team (consented from mother) for extra support for the family

Case Study 2:

Hassan

Hassan is a Year Nine student who had displayed a deterioration in his behaviour over a two-week period. Hassan had recently received a suspension for 'assault against a pupil' for four days. Mother phoned the school and stated she is extremely worried about his activities outside of school and is very scared he may be carrying a knife. Staff in school also overheard another student say they think that Hassan has brought a knife in to school.

Immediate Actions

- Assessment the situation of immediate dangers. I.e. environment, young person, situation, weapon of intent – Probability/Impact Assessment undertaken. Score **High**
- Consider the need to take Hassan out of circulation to be spoken to by staff, searched if required and seize any weapons that are found
- Call Police – 999 – Immediate risk of harm

Follow Up Actions

- MASH referral
- Axis informed – due to risks of CSE/CCE - axis@hillingdon.gov.uk (Hillingdon local offer, due to serious youth violence and concerns around County lines)
- Referral to the [London Gang Exit](#)
- Managed move placement discussed and authorised to another school
- School made a referral into [Operation Makepeace](#), to come and talk to school about the causes and consequences of youth violence

Case Study 3:

Rhys

Rhys is a Year Eleven student and has previously received three suspensions from school for assault against a pupil, as well as for persistent disruptive behaviour. Rhys is a vulnerable young person who is on a Child in Need plan. He is known to try extremely hard to impress his peers and there is a risk he is being exploited. He is extremely open with staff and has told school he is 'mixed up with people' outside school and within this area. Rhys has said he is extremely scared and that he wants to get a gun so he can use it on the people who are threatening him. He has said that he can get a gun for '£300, but he hasn't got one yet'. There is a concern this young person is being criminally exploited.

Immediate Actions

- Assessment of the situation of immediate dangers. I.e., environment, young person, situation, weapon of intent – Probability/Impact Assessment undertaken – Score **High**
- Reported to the Safer Schools Police Officer due to vulnerabilities

Follow up Actions

- Social Worker was informed of the situation
- Thorough risk assessment which tied in with support outside school
- Axis informed - Due to risks of CCE, CSE - axis@hillingdon.gov.uk
- Referral made to CAMHS (Child and Adolescent Mental Health Service)
- Referral made to the [London Gang Exit](#)
- Commissioned placement made to alternative provision (Rhys was able to finish his exams at a different setting, without the need for a permanent exclusion)

Case Study 4

Leanne

Leanne is a Year Ten student whose attendance was extremely poor. Leanne was in school and a teacher overheard her conversation with another student in the class where she stated she has 'now got a boyfriend' who is older than her

and that they got engaged over the weekend. Leanne was heard to say that her new boyfriend is someone who has been involved within gangs, usually carries a knife to protect himself and that he looks after her well. When the teacher asked Leanne on her own how she was, Leanne stated she was 'good' and 'it was great to be back in school' again.

Immediate Actions

- Assessment the situation of immediate dangers. I.e., environment, young person, situation, weapon of intent – Probability/Impact Assessment undertaken. Score **Medium/High**
- Immediate discussion with Headteacher
- Telephone contact with the Safer School's Officer. Unable to contact Safer School's Officer, telephone contact to 101
- MASH referral made (Young person was already allocated a Social Worker- so they were informed from MASH)

Follow up Actions

- Monitoring of the young person's attendance at school
- Child in Need meeting was held
- Safety plan was written into school guidance

Case Study 5

Brandon

Brandon is a Year Six student and has occasionally displayed 'some forms of aggressive behaviour' towards other pupils within school. This has often led to time within the 'reflection room'. On one occasion when Brandon was in the reflection room, he stated that he wants to hurt a young person with 'something sharp', that he 'wants to hurt him hard' and he does not care if he gets in trouble for it. Brandon has also expressed that he often bites himself when he feels frustrated (and marks can be seen on his hands). Brandon stated that his parents often 'shout at each other at home' and will often tell him to go to his room when he asks for the iPad.

Immediate Actions

- Assessment the situation of immediate dangers. I.e., environment, young person, situation, weapon of intent – Probability/Impact Assessment undertaken. Score **Medium**
- Meeting called with parents – to discuss behaviour and ongoing support

Follow Up Actions

- Referral Made to the Stronger Families Service (consented by Mother)

- Risk Assessment carried out and safety plan written into the young person's pastoral support plan
- Referral made to CAMHS due to aggressiveness and self-harming

Case Study 6

Jarod

Jarod is a Year Six student and has recently started school following a move from a neighbouring borough. He has struggled to settle with class peers and was involved in an altercation in which he was cyber bullied, and then set on by two boys in the same class. Jarod sustained a fractured nose and an injury to his left eye. Following this incident, it has been alleged that Jarod sent numerous Snapchat messages stating he was 'gonna get his boys to merc' the two of them next week in retaliation. All messages have been deleted, however there appears to be local awareness of the issue and it is believed to be credible

Immediate Actions

- Assessment the situation of immediate dangers. I.e., environment, associations in and around residence and communication with Police Safer Neighbourhood Officers. Score **Medium**
- Meeting called with parents – to discuss threat of violence and necessary school sanctions going forward.

Follow Up Actions

- Risk Assessment carried out and safety plan written into the young person's **pastoral support plan**
- Referral made to AXIS to map associates and consider soft intelligence axis@hillington.gov.uk
- Monitoring of the young person's attendance at school

Appendix 5

Vulnerabilities associated with an offensive weapon or prohibited item

A Vulnerabilities Risk Assessment document can be found on Hillingdon's [LEAP](#) website.