

Appendix 5

Vulnerabilities associated with an offensive weapon or prohibited item

All risk assessments should follow a process through which the best available information is identified, analysed, evaluated, and communicated to inform decision-making and action about managing and reducing risk. Whilst the focus of these steps may vary depending on the age and stage of the individual being assessed, the broad process should always remain the same.

There are however a range of models that you can use to help you frame your consideration of risk. One of the most common used is the four Ps. For each 'P', you identify the factors, circumstances, or behaviours, which either contribute to or may reduce the risky behaviour:

- **Predisposing** - factors in the individual's past that may increase his tendency or vulnerability towards violence. These might include impulsivity, substance misuse, history of domestic violence, disregard for others, and early exposure to violence, etc.
- **Precipitating** - events or circumstances that may trigger the behaviour or dis-inhibit usual behavioural controls. These can be motivators or dis-inhibitors and might include intoxication, emotional collapse, a perceived slight or rejection, etc.
- **Perpetuating** - factors that cause the risk to remain. These might be impeders or unresolved vulnerabilities such as a cognitive impairment, a learning disability, history of trauma, exploitation etc.
- **Protective** - aspects of the individual's functioning or circumstance that moderate the risk. These might include significant pro-social relationships, medication, motivation to engage in supervision etc

Having identified the relevant factors for each 'P', the formulation is then pulled into a narrative, which explains how the several factors contribute to and influence the problematic behaviour. Once you have gathered relevant information it is then necessary to give that some meaning by identifying what the risks are, the likelihood of them occurring and the impact that would have. Once again there is no 'quick-fix', or template and it is often based purely on your own judgement of the situation. However, within the arena of managing a situation of offensive weapons or prohibited items, it can never be the case that a sole individual has to make those judgements and therefore identifying likelihood and impact will usually follow on from discussions with other professionals, i.e., Social Care, AXIS, Stronger Families Service etc.

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 as well as the vulnerabilities associated with the young person being assessed.

Assessing likelihood vs impact always includes an element of interpretation of factual interpretation and often individuals will differ on where a line is drawn between the five grade levels. Do not be concerned if you have difficulty in being exact and it may be useful to give pieces of information a (+) or a (-) which will give you an opportunity

to make a more detailed assessment. The process is used in a wide variety of risk analysis processes and it relies on professional judgement of the individual who is tasked with completing it.

The tool provides a framework to help school leadership teams to assess a young person's vulnerabilities/risk level when there is an incident of offensive weapons or prohibited items.

The checklist is not exhaustive and there is scope to reference other concerns in the document, as well as noting the impact of protective factors.

The checklist groups the risk factors into type. Each factor should be identified (tick) and then the type rated for the extent which it contributes to the young person's vulnerability but also the impact of the incident and the likelihood of serious harm due to the nature of the situation around offensive weapon or prohibited item.

Risk Matrix

Very low	No apparent risk	No history or evidence at present to indicate vulnerabilities, likelihood of risky behaviour or a necessary impact on themselves, peers or school staff
Low	Low apparent risk	No current indication of risk but young person's history indicates risk concerns of offensive weapons or prohibited items and vulnerabilities attached to this behaviour
Medium	Medium apparent risk	Young person's history and current behaviour indicates the presence of risk, likelihood of behaviour escalating and concerns around offensive weapons or prohibited items. Intervention required
High	High apparent risk	The young person's circumstances, behaviour and vulnerabilities suggest this young person is at serious risk of himself, others and peers. Young person needs an immediate intervention in place, to reduce the immediate impact concerns

Very high	Very high apparent risk	Long history of associated vulnerabilities to risk, young person has been displaying behaviours which suggest involvement in potential exploitation and serious youth violence. Young person has been displaying several concerning behaviours. Immediate intervention needs to be considered
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The total score across is then used to identify an indicative vulnerability, likelihood and risk level of the offensive weapon coming into school, based on the scoring continuum below.

Indicative Risk continuum

None	Low	Medium	High	Very High
0	1/2	7/8	14/15	23/24

The tool is not intended to be 'worked through' with the young person, it is designed as a means of organising and reflecting on information known to the Leadership teams and/or acquired from other relevant workers/agencies. Where a question cannot be answered directly by the worker completing the tool, consideration should be given to contacting any other agencies (social care, stronger families, AXIS, CAMHS (Child and Adolescent Mental Health Service), Youth Justice etc) involved with the family.

NB. This tool is intended to assist the school, with the decision of a young person who has incidents of offensive weapons or prohibited items and does not remove the need for a professional judgement which would consider personal factors associated with the child such as age, SEND (Special Educational Needs and Disabilities), maturity and cognitive ability. If the Leadership team believes the indicative scores underestimates risk, for example where the exploitation concerns are high, but the young person is scoring low across the other parameters, the professional can 'override' the indicative score.

Young person	
Child's Name	
Gender	
Date of Birth	
Address	
Postcode	
Ethnicity	
SEN (Special Educational Needs) Needs (If Known)	
Mainstream school	

UPN Number	
Does the young person have a social worker?	Yes/No (please circle)
Does the young person have a Stronger Families worker?	Yes/No (please circle)
Does the young person have a Youth Justice worker?	Yes/No (please circle)
Is the young person known to AXIS?	Yes/No (please circle)
Date form completed	

Vulnerabilities – Housing – Perpetuating

Living with family, no experience of care		Young person is looked after: foster placement	
Living with family members, previous experience, or road of care		Young person is looked after: residential unit	
Young person has a history of social care involvement		Other (please state)	

Rate extent to which the young person's living arrangements are associate with their vulnerability

Vulnerabilities – Education – Predisposing

Attendance difficulties (under 90%)		SEN needs	
High number of fixed term exclusions		Speech and Language difficulties	
Number of behaviour interventions being used within the school		Disabilities	
Managing relationships and friendship groups		Multiple traumas experienced	
School performance		Fixed term exclusions for linked trends (substance misuse/peer on peer violence)	

Disregard for others in school (peer relationships)		Early exposure to violent situations (history of domestic violence)	
Talking about gangs, weapons and prohibited items in school		Known peer relationships with other significant peers in school	

Rate extent to which the young person's living arrangements are associated with their vulnerability

Impact/likelihood of behaviour - Protective

Young person has previously been a victim of CSE and or contact with other young people who have been victims of CSE		Exhibits inappropriate or sexualised behaviour	
Young person has been a victim of a violent or sexual offence		Young person has regularly been seen in areas/at addresses known to be a concern for CSE activity	
Young person exhibits sexually harmful behaviour		Sharing inappropriate images (self or others) through the internet/social media sites - 'sexting', sexualised communication online or problematic use of internet/social networking sites	
Parents/carers have expressed concerns about the child's associates or activities		Unexplained money or items (including multiple mobile phones not purchased by parent/carer)	
Meeting adult/unknown young people through the internet		Young person has a significantly older/younger boyfriend or girlfriend	
Young person appears to be spending time with youths older than themselves		Young person reports being taken to parties in hotel rooms and houses (not known to them)	
Young person regularly seen in areas/at		Some concerns that young person may be	

addresses known to be a concern for drug dealing activity		putting other young people at risk	
Axis intelligence indicates young person's friends/associates are involved in serious youth violence/gang/group related offences, selling drugs/inappropriate sexual behaviour or CSE		Young person has shared that their friends are involved in behaviours such as group enabled offending, selling drugs, prostitution, or exploitation of others	
Names of known friends/associates and age (actual or estimate)			
Rate extent to which these concerns are associated with the young person's vulnerability or risk to others			

Vulnerabilities – Presents a risk to self or others (serious youth Violence – Possible/with intent to supply or sexual harm)

Young person is coming to attention of police quite regularly (whether cases are proceeded with)		Appears on the Police Gangs Matrix	
Has received an out of court disposal for offense of violence/robbery		Has received court disposal for offense of violence/robbery/possession of offensive weapon	
Has received an out of court disposal for possession of drugs		Has received a court disposal for possession of drugs or possession with intent to supply drugs	
Is currently an open case to the Youth Justice Service		Has received a court disposal for a sexual offence	
Probation/CRC risk of serious harm rating (low, medium, high or extremely high)		Is currently an open case to probation/Community rehabilitation company	

		Youth Justice Safety and Well-being Rating (low, medium, high or extremely high)	
No missing episodes			
Stays out late, not missing			
Occasionally truants, goes missing, prolonged episodes or Occasionally goes missing, short episodes			
Frequent truanting or short missing episodes			
Frequent and prolonged truanting or missing episodes			
Young person declines/reluctant to share information about their whereabouts/activities during missing periods			
Young person is being found some considerable distance from home (one implication being they may be transporting drugs)			
Rate extent to which the young person's missing episodes are associated with their vulnerabilities			

Vulnerabilities – Health

Substance Misuse – Drugs and alcohol offences, regular occurrences, with peers who are frequently using illegal/legal substances. Frequent referrals into Adolescent Development Services, SORTED	
Behavioural – Undiagnosed needs, diagnosed needs e.g., ADHD (Attention Deficit Hyperactivity Disorder), SEN, Autism, argues with parents,	
Sexual Health – e.g., referrals into agencies such as KISS, multiple partners, STI, pregnancy	

Emotional Well-being – Self-harming, known to CAMHS, appears tired, falls asleep in class	
Rate extent to which the young person’s health issues are associated with their vulnerability	

Vulnerabilities – Radicalisation

Young person expresses strongly held beliefs that people should be killed because they have different beliefs		Young person glorifies acts of terrorism and or believe in conspiracy theories and perceive mainstream society as hostile towards themselves	
Young person initiates verbal and sometimes physical conflict with people who do not share his/her religious or political views		Young person is known to have viewed and or shared extremist websites/material online and actively conceals their online/ social media activities	
Young person has strong links with individuals or groups who are known to have extremist views and are known to have links to extremism		Young person shows supports for people travelling to conflict zones for extremist/violent purposes or with intent to join terrorist groups. Expresses a generalised non-specific intent to go themselves	
Young person has isolated themselves from peers or family because of		Young person is persistently running away/going missing. Perceives people with whom	

their extreme and intolerant views		they associate as teaching him/her correct way to live and those who do not hold their views are deluded and/or as a threat.	
Rate extent to which concerns related to radicalisation presents a risk to self to others			

1. Good engagement	
2. Reasonable engagement, regular contact	
3. Some engagement with service, occasional contact	
4. Brief engagement with service, initial stages or sporadic contact	
5. Not engaging with services/no contact	
6. Young person does not engage with any school-based interventions offered by the school	
7. Young person does not consent to any referrals being made for outside agencies?	
Rate extent to which lack of engagement with services is associated with the young person's vulnerability	

Risk score		Indicative risk level	
Professional adjustment to indicative risk level if felt appropriate			

There may be a characteristic of the young person, factors regarding the family or other social and environmental factors
What is working well in terms of risk management?

What is it that you are worried about?
What needs to happen to decrease risk and improve safety?

On a scale of 1 to 10 where 10 means the problem is sorted as much as it can be and zero means things are so bad that there needs to be some professional help, where does the young person rate their situation at the time of the assessment?

How do parents/carers feel the risk could be managed?

Completed by: Senior leadership name

Date

Countersigned (Headteacher)

Date