

Core Record

Date of Panel:

Young Person Details

Axel Rudakubana, 07/08/2006, Age 14, PR9 8SB

Surname:

First name(s):

Other names/alias:

Gender:

Date of Birth:

Age:

Age at time of sentence:

Current Young person ID:

PNC Number:

Flat/House Name:

Town:

House Number:

County:

Street:

District:

Postcode:

Telephone Numbers:

Telephone No.	Type	Preferred
<input type="text" value="DPA"/>	Home	<input type="checkbox"/>
<input type="text"/>	Mobile	<input type="checkbox"/>
<input type="text" value="DPA"/>	Work	<input type="checkbox"/>
<input type="text"/>	Fax	<input type="checkbox"/>

Ethnic Classification:

Nationality:

Immigration/asylum status issues:

Preferred language:

Interpreter required?:

Religion:

Details:

e.g. Diversity considerations, any difficulties with communication methods, interpreter/language details etc.

Axel possibly has a diagnosis of ASD which is being explored. Axel was born in Cardiff however, his parents are originally from Rwanda.

Parents/Carers' Details

1 parents/carers

Details 1

Surname: Rudakubana

Emergency Contact:

First name(s): Alphonse

Medical Consent:

Other names/alias:

Parental Responsibility:

Flat/House Name:

Town: Southport

House Number: 10

County:

Street: Old School Close

District: Banks

Postcode: PR9 8SB

Telephone Numbers:

Telephone No.	Type	Preferred
DPA	Home	<input type="checkbox"/>
	Mobile	<input type="checkbox"/>
DPA	Work	<input type="checkbox"/>
	Fax	

Relationship to Young Person: Father

Contact approved

Additional information:

Note issues regarding contact, specific needs of parents etc.

Both parents are in full time employment. Axel's father works late shifts therefore, it is better to contact him in the afternoon. Both parents originate from Rwanda but moved to the UK in their 20's to seek employment.

Axel's brother DPA uses a wheelchair. DPA

DPA

Offending and Anti-Social Behaviour**Active Disposal**

Disposal Type	Start Date	End Date
Referral Order	19/02/2020	24/01/2021

Offence(s)

Episode	Offence Category	Offence Type	Offence Start Date	Offence End Date	Seriousness	Plea	Disposal Type	Disposal Start Date
<input type="text" value="Episode: 1"/>	Violence against the person	Possess knife blade / sharp pointed article in a public place - Criminal Justice Act 1988	11/12/2019		3	Guilty	Referral Order	19/02/2020
<input type="text" value="Episode: 1"/>	Violence against the person	Assault a person thereby occasioning them actual bodily harm	11/12/2019		3	Guilty	Referral Order	19/02/2020
<input type="text" value="Episode: 1"/>	Violence against the person	Possess an offensive weapon in a public place	11/12/2019		3	Guilty	Referral Order	19/02/2020

Outstanding charges

Offence Category	Offence Type	Offence Start Date	Offence End Date	Plea	Date of Next Court Appearance	Status
No outstanding charges						

Date of last court report:

Offending and Anti-Social Behaviour History**Previous Disposals and Interventions**

Disposal/Intervention	Start Date	End Date
No previous disposals		

Civil measures and other informal outcomes

e.g. ASBOs, ABCs, SOPOs etc.

Type	Date	Details
No other civil measures or informal outcomes		

Alerts and flags

Risks and concerns

ROSH judgement:

YOGRS:

Likelihood of Reoffending:

Assessed as a risk to children?

Previous safeguarding or public protection incidents?

Please provide as much detail as possible here:

In October 2019 Axel rang childline to say he was being bullied and as a result had been taking a knife into school. It is not thought that Axel had the intention of being proactive in harming anyone and he had taken this in to defend against one particular pupil

Overall safety and wellbeing concerns:

Risk of self-harm:

Risk of suicide:

Gang associations:

Concerns regarding a specific known victim:

Please provide as much detail as possible here:

Axel had planned to attack a particular young person

Staff safety concerns/considerations:

Other (locally-defined) risks associated with the young person:

Physical health concerns or disability:

Mental health concerns:

Substance misuse concerns:

Speech, language, communication & neuro-disability concerns:

Allergies:

Dietary needs:

Status

Scaled Approach Intervention level:

MAPPa Category:

IOM status:

MARAC:

Is the young person on the sex offender register?

Has the young person ever had a child protection plan?

Have any Special Educational Needs been identified?

Current enforcement status:**

Contact with services

Relevant previous assessments (including YOT):

Nature of Assessment	Organisation Completing Assessment	Date of Assessment	Person Completing Assessment
Child and families assessment	Children's Services		Anna Jameson

Other professionals/services involved with the young person:

Name	Service/Organisation	Date Contact Started	Date Contact Ended	Contact Details
Anna Jamieson	CSC		25/03/2020	
Julie Hamill			25/03/2020	
Andrea Fontaine			10/06/2020	
Maggie Allred	Acorns School			m.allred@westlancspcss.lancs.sch.uk

GP contact details:

Name of Doctor/Practice: North Meols Medical Centre

Flat/House Name:

Town: Southport

House Number: County:

Street: Church Road

District:

Postcode: PR9 8ET

Telephone No:

Sources of information:

Interview Victim Residential home/hostel General Practitioner Family/carer Police Housing association Other health service Case record Crown Prosecution Service Local education authority Substance misuse service School Solicitor Careers guidance service Secure establishment Child Services department Previous convictions Mental health service Other Voluntary organisation Lead professional

Information still to be obtained:

Personal Circumstances

Living Arrangements

Young person's current accommodation:

Concerns about the young person's current accommodation situation:

Yes

Learning, Education, Training and Employment (Community provision)

Type of ETE Provision	ETE Status	Name of School/ETE Provider
Alternative Provision	Part-time	The Acorns

Total hours engaged in ETE per week:

ETE Hours Not Known:

Attendance/participation issues:

Caring Responsibilities

Young person's parental status:

Other caring responsibilities:

Care History

Please indicate whether any of the following apply to the young person:

Accommodated by voluntary agreement with parents (s.20 Children Act 1989)

Identified child in need (s.17 Children Act 1989)

Subject to a care order (s.31 Children Act 1989)

Remand to local authority accommodation

Remand to Youth Detention Accommodation

Has the young person ever had a child protection plan?

Any Children's Services involvement with siblings?

Details of care history and previous Children's Services involvement

Include details of corporate parent, age first taken into care, care periods, whether in contact with parents

Axel has only had limited involvement with Children's Services. The first referral came in October 2019 when Axel had rung ChildLine stating that he was being bullied and taking knives into school. This was referred to Child and Families wellbeing service but it does not appear that the family engaged well. It appeared the family engaged when they wanted to which was often in response to incidents at school especially if Axel was excluded. After the incident in which Axel attacked another pupil at school (December 2019) he was referred for a full C&F assessment. The assessment concluded that all basic care needs were met and the family be stepped down to Child and families wellbeing services.

At review no further involvement with CSC.

Known to have been a victim of parental/carer abuse?

Known to have witnessed domestic abuse?

Intervention Summary

Target	Co-ordinator	Status
To understand how my actions have effected myself and others.	John Fitzpatrick	Successfully Completed
To keep in touch with YOT during the virus outbreak by telephone or in person when lockdown restrictions are eased.	John Fitzpatrick	Successfully Completed
To understand the implications, law and consequences of carrying or using weapons.	Anna Croll	Successfully Completed
to look at positive uses of time outside the family home .	Anna Croll	Not Completed

Date of next review:

Stage Details

Stage Owner: Proxy Stage Owner:

Job Title: Job Title:

YOT:

Telephone No:

Stage Start Date:

Stage End Date:

Other persons involved in the stage:

Name	Job Title	Section	Sub-section
No other persons involved at this time.			

Schema Version: Unknown

Personal, Family and Social Factors

Living Arrangements and Environmental Factors

Accommodation and financial considerations

Please state the young person's current accommodation:

Who does the young person live with and what are the strengths of the accommodation? *(if living in more than one places list the strengths of each accommodation - e.g. stability, location etc)*

Axel lives with his mother and father in the Banks area. The area is on the border of Sefton and Lancashire however, is classified as Lancashire. At this moment in time Axel's home life is quite stable. His parents appear very supportive of him and want the best for him.

It appears at times they can struggle to implement boundaries for example, making Axel do his school work at home.

Axel appears quite isolated and attributes this to his parents not letting him go out of the house.

There are no concerns regarding home conditions and the parents ability to meet Axel's needs.

At review there are no changes in Axel's living arrangements,

Do you have any concerns about the young person's accommodation?

(if living in more than one place consider if there are concerns about any of the accommodation)

Yes

Further exploration:

Instability Over-crowded Living with known offenders Absconding/staying away
Unhealthy or unsafe Other Short-term/temporary Offending in family/residential home

Please provide details for each of the boxes ticked above.

Axel appears quite isolated. Apart from attending school he appears to spend all his time at home with his family.

Give details of the young person's financial circumstances *e.g. money from parents/carers, regular income, benefits, debt problems, casual income, no legitimate income etc.*

Axel has no formal income of his own.

Provide an outline/overview of the financial situation for the young person's family (where relevant) *e.g. employment, benefits, income, deprivation etc.*

Axels father is a taxi driver who mainly works evenings.

Axels mother is a scientist working in the medical field.

Social and community/neighbourhood factors

What are the main features (positive and/or negative) of the community/neighbourhood that affect the young person's daily life? *e.g. isolated, lack of amenities, poverty/deprivation, good local resources etc.*

Axel lives in Banks which is on the border of Lancashire and Sefton. This can sometimes lead to confusion about which council will provide services for young people. For example, Axels doctors is in Southport therefore, he is seen by Sefton CAMHs however, he is under CSC in Lancashire.

Banks is a rural area of West Lancashire and the village itself does not have many amenities however, there are bus services to both Southport and Preston which can aid Axel to access amenities. Axels father drives which will also support Axel to access services.

Is the young person being adversely affected by specific local tensions, pressures or issues?

No

Parenting, Family and Relationships

Current parenting, care and supervision

Who provides primary care for the young person and what are the strengths and concerns of the day-to-day care they provide
Details: Cover all care providers (including if looked after) and the strengths/concerns of each - e.g. positive/negative communication and influence, secure/insecure attachment, relationship stability/instability, boundaries in place/not in place and adhered to/not adhered to

Dad – Alphonse Rudakubana- Alphonse and Axel do appear to have a positive relationship. Alphonse appears to want the best for his son and has actively participated with professionals to try and ensure this. He has concerns about the current arrangements for his schooling and has voiced these appropriately. There are concerns from some professionals that Alphonse does not fully recognise the impact of Axel's actions and the consequences.

Mum – Laetia Muzayire- Little is known about Axel's relationship with his mother. She does appear caring towards him and concerned about his welfare.

Do any of the young person's carers have underlying issues that may affect the quality of the care they provide?

Yes

Further exploration:

Parental/carer alcohol use Parental/carer health or mental health

Other parental/carer substance use Caring for other family members

Specific circumstantial stresses Other

Please provide details for each of the boxes ticked above.

Information from CSC suggests that Axel feels as though his brother is making up his **DPA** **DPA** Axel may have some feelings of rejection from his parents as he perceives his brother has no issue. It is likely that Axel's parents may also have to spend increased time caring for his brother.

Have there been any specific incidents involving current carers that indicate a risk to young person's safety and wellbeing?

No

Care history and Children's Services involvement

Please indicate whether any of the following apply to the young person:

Accommodated by voluntary agreement with parents (s.20 Children Act 1989)

Identified child in need (s.17 Children Act 1989)

Subject to a care order (s.31 Children Act 1989)

Remand to local authority accommodation

Remand to Youth Detention accommodation

Has the young person ever had a child protection plan?

Any Children's Services involvement with siblings?

Details of previous care provision and previous or current Children's Services involvement

Include dates, who was involved, the strengths/concerns of care provision and reasons for any Children's Services involvement.

Axel has only had limited involvement with Children's Services. The first referral came in October 2019 when Axel had rung ChildLine stating that he was being bullied and taking knives into school. This was referred to Child and Families

wellbeing service but it does not appear that the family engaged well. It appeared the family engaged when they wanted to which was often in response to incidents at school especially if Axel was excluded.

After the incident in which Axel attacked another pupil at school (December 2019) he was referred for a full C&F assessment. The assessment concluded that all basic care needs were met and the family be stepped down to Child and families wellbeing services.

At review no further involvement with CSC.

Wider family, friends and other relationships

Aside from carers, list any other individuals that are (or have been) important in the young person's life and describe their significance and influence

Consider parents not providing primary care, siblings/step-siblings, wider family members, best friends, boyfriends/girlfriends or other significant relationships. Explain what makes them important to the young person and the positive and/or negative influences of each.

Individual	Relationship Significance And Influence On The Young Person
Alphonse	Axel's father appears extremely concerned about Axel's mood and education. He has been proactive in seeking support for Axel. It does appear at times they can clash. Axel has stated his father wouldn't let him out and Axel can be quite confrontation and assertive with his father.
Laetia	Axel appears to have a good relationship with his mother. She has also appears to be concerned about aspects of Axels behaviour and his potential isolation.
Dion	Axel's brother lives with the family. Dion DPA does need extra support from his parents. Axel describes that the two can argue. Axel has stated previously to other professionals that he DPA DPA

Do you have any concerns about the young person's significant relationships?

Yes

Further exploration:

- Offending by family members
- Violence/abusive behaviour in the wider family
- Experiences of loss/bereavement
- Aggressive/violent behaviour by the young person towards family members
- Abusive behaviour within intimate relationships
- Parental experience of custody
- Frequent break-up of relationships
- Loss of contact with people significant to the young person
- Any significant caring responsibilities for siblings, parents or others?
- Violence/abuse towards the young person from others
- Other e.g. tensions over expected roles, unusual or complicated features of family life

Please provide details for each of the boxes ticked above.

Axel's parents care for his brother Dion who is in a wheel chair. **DPA**
DPA Dion will inevitably need extra care and support from his parents.

List any groups that are (or have been) important in the young person's life and describe their significance and influence. Consider friendship groups, clubs, sports teams, gangs or other significant groups. Explain what makes them important to the young person and the positive and/or negative influences of each.

Network/group	Significance and influence on the young person	Gang Associations
None		

Is the young person vulnerable to criminal exploitation?

Please select

Is the young person at risk or suspected to be involved in county lines activity?

Please select

How the young person relates to others

Looking across the relationships, what are the strengths and concerns associated with the type of relationships the young person has or doesn't have?

Strengths e.g. has a good range of age-appropriate friendships, age-appropriate level of independence from family, able to relate to adults

Concerns e.g. isolated/lack of friendships, tends to associate with much older/younger peers, over-dependence, volatility/frequent breakdown of relationships, difficulty relating to adults

Strengths
 Axel can converse with adults however, when speaking does sound quite 'flat' and is very matter of fact.

Difficulties
 Isolated and lack of friendships- Axel states he has no friends. His parents are concerned about his social isolation however, Axel states that he doesn't want to go outside and would rather stay indoors. When asked about clubs Axel says that previously his parents wouldn't let him out and questions why they would want him to go out now.
 School are making efforts to encourage and support Axel to interact with other young people.

Are there any underlying reasons why the young person may have difficulties relating to others:

Further exploration:

Susceptible to manipulation Fear/mistrust of others Over-assertive/controlling Other concerns
Gives in easily to pressure from others Inappropriate social presentation Victim of bullying

Please provide details for each of the boxes ticked above.

A number of professionals have raised concerns that Axel displays a number of traits of ASD.

Is the young person at risk of sexual exploitation?

Young Person's Development

Health

Physical health and development

Please indicate whether the following apply to the young person:

Has a diagnosed physical health condition?

Experiencing current physical health symptoms? e.g. breathing problems, chest pains, seizures

Currently taking prescribed medication for a physical illness?

Has any current contact with GP or hospitals in relation to a major physical illness?

Health is being put at risk through his/her own behaviour?

Further exploration:

Please provide details for each "Yes" answer above.

Axel has been carrying knives into school. He states that he doesn't do this any longer however, Axel risks being harmed with his own knife should he take this to school again.
Axel has completed work on knife crime and states that he will not carry a knife again in the future.

Note any other strengths and/or concerns about the young person's physical health or access to physical health services (including registration with GP, lack of access to appropriate services, concerns expressed by the young person and parents/carers etc.)

Axel is registered with the appropriate services. Axel is registered with a GP in Southport.

Speech, Language, Communication and Neuro-disability

Please indicate whether the following apply to the young person:

Speaking

Have difficulty thinking of the words he/she wants to say?

No

Only use very simple vocabulary?

No

Have difficulties explaining things? *E.g. do they leave out important details or give information out of sequence?*

No

Is their speech difficult to understand? *E.g. do they stammer/stutter or find it hard to say long words; do they mispronounce words frequently?*

No

Understanding spoken language

Have difficulty remembering things people say?

No

Have difficulty following spoken instructions or only follow part of them?

Sometimes

Have difficulty understanding the meaning of words?

Sometimes

Non-verbal

Have difficulty using non-verbal communication? *E.g. too little or unusual eye contact, body language, facial expression*

Yes

Have difficulty showing emotions? *E.g. do they smile or laugh at the right times?*

Yes

Social skills difficulties (inc Autistic Spectrum Disorders)

Have difficulties initiating and/or maintaining friendships?

Yes

Is socially awkward and inappropriate?

Yes

Appears frustrated or anxious when there is no obvious cause?

Please select

Have difficulty thinking about the thoughts/feelings of others?

Yes

Has been diagnosed with social communication difficulties? (e.g. Autistic Spectrum Disorder)

No

Has a professional or family member expressed concerns about social communication skills?

Yes

Education needs & Learning Disability

Have problems reading or writing?

No

Have difficulties with time concepts? *E.g. telling the time, using a calendar, understanding date and time concepts such as 'day after tomorrow'?*

No

Needs support in daily living skills? *e.g. washing, getting ready for school, cooking etc.*

No

Have any Special Educational Needs been identified?

Yet to clarify

Has a professional/family member expressed concerns about learning needs?

Yes

Traumatic Brain Injury

Head injury that caused him/her to be knocked out or dazed or confused?

Yet to clarify

Further Exploration:

Please provide as much detail as possible here: e.g. is there something unusual about the way the individual communicates? Please give examples such as 'difficult to have conversation with them/fixed smile/reluctant to talk'.

The ECT and CHAT are yet to be completed. These were booked however, unfortunately had to be cancelled due to no fault of either Axel or YOT. These will be completed after the covid 19 outbreak has subsided.

A number of professionals have raised concerns around the possibility of Axel having autism. Social workers, CJLD and other professionals have noticed that Axel displays a number of traits. The CJLD assessments notes that he displays the following:

When YOT assessed Axel for his Referral Order assessment it was noticed that Axel struggled to maintain eye contact and sat with his head down. His voice was quite monotone and flat. He was very black and white in his thinking too. Axel has been referred for an ASD assessment and is on the waiting list.

Axel's father has previously sought support from CAMHs however, he was rejected. Alphonse then sought private support for Axel however, this ended. Axel's father is now starting a parenting course to support him.

Axel is not diagnosed as having educational needs however, he is on the waiting list for an ASD assessment. The family are in the process of applying for an EHC plan.

Emotional development and mental health

Please indicate whether the following apply to the young person:

Any formal diagnosed mental health condition? (current/previous)

No

Any contact with mental health services?

Yes

Any prescribed medication for mental health problems? (current/previous)

No

Has current feelings of sadness, anxiety/stress or irritability?

No

Feels constantly in low mood?

Yet to clarify

Feels hopeless about the future?

Yet to clarify

Has flashbacks of past traumatic events?

Yet to clarify

Experiencing unusual thoughts?

Yet to clarify

Sees or hears things that other people cannot?

Yet to clarify

Has longstanding symptoms of overactivity, inattention and impulsivity in multiple settings? (e.g. home, school etc.)

Yet to clarify

Has history of deliberate self-harm?

Yet to clarify

Has previously attempted suicide?

Yet to clarify

Has current thoughts of self-harm or wish to commit suicide?

Yet to clarify

Looks depressed or is behaving unusually?

Yet to clarify

Risks/concerns from others (family/professionals) about young person's mental health?

Yes

Further exploration:

Please provide as much detail as possible here including: the events/circumstances; nature of emotions arising (anger, grief, fear etc); impact on young person's life etc.

Axel is currently being seen by CAMHs and is awaiting an ASD assessment. Axel's father has previously approached them around support however, this has been rejected in the past and Axel started private mental health support.

Lifestyle, identity and behaviour

Features of Lifestyle

Outline any positive aspects of how the young person spends his/her time (e.g. their activities, interests, sport etc)

Axel does appear to enjoy watching informative TV programmes however, Axel appears to spend most of his time playing video games or watching TV. He appears to have little social interaction outside his immediate family.

Do you have any concerns about how the young person spends his/her time and/or other addictive behaviours?

Yes

Further exploration:

Gambling

Risk-based games

Non-constructive use of time Inappropriate use of technology (e.g. excessive use/cyber-bullying)

Other (please specify below)

Other behaviours

Please provide details for each of the boxes ticked above (other than Gambling).

Inappropriate use of technology- Axel has previously searched for beheadings and school shootings on the internet. He has been assessed by Prevent and closed.

Axel does not appear to have many positive uses of time and appears to lack opportunities to socialise with others his age.

At review there is no evidence of any further inappropriate use of technology.

Substance Misuse

Is there any evidence of substance misuse?

Young person as a parent

Young person's parental status:

Young person's self-identity

What are the key influences on the young person's sense of self-identity and what impact do they have? *e.g. race/ethnicity, faith, family, experience of discrimination/victimisation, group membership, offending lifestyle.*

Race/ Ethnicity- Axel is of Rwandan heritage. Axels parents moved to the UK when they were younger. Axel doesn't keep in touch with relative in Rwanda however, it is likely that this may have impacted upon Axel's self identity.

Faith- CSC assessments state that the family are practicing Christians but Axel dislikes going to church. This is likely to have effected how Axel feels about certain things and the way in which he was raised.

Discrimination/ victimisation Axel states he was bullied in school which may have effected his mood and self esteem. It was one of the reasons behind him carrying weapons.

Family- Axel's family appear very supportive. However, Axel does appear to blame them for his lack of social interaction and states they never let him go out.

Thinking and behaviour

What are the positive and negative characteristics of the young persons thinking and behaviour
Focus on the characteristics of their day-to-day thinking/behaviour as opposed to their specific offences - e.g. considered or impulsive, good or poor understanding of consequences, generally calm or often seeking excitement, able to or unable to control aggression/temper etc

Lack of understanding of consequences- Axel appeared to lack a full understanding of the consequences his actions. When asked about the consequences by CJLD he stated prison but they note that he did not appear to have a comprehensive idea of what this meant.

Community provision:

Type of ETE Provision	ETE Status	Name of School/ETE Provider
Alternative Provision	Part-time	The Acorns

Total hours engaged in ETE per week: ETE Hours Not Known:

Attendance/participation issues:

Level of basic skills: literacy (if known)

Level of basic skills: numeracy (if known)

What qualifications has the young person achieved or is working towards?

Qualification Type	Qualification Level	Achieved/working towards
No Qualifications recorded		

Have any Special Educational Needs been identified?

Current ETE Details (include recent attendance levels, behaviour, services or support provided/not provided in response to special educational needs, attitudes to ETE, parent/carer attitudes to ETE and provision of EHCP.)

Axel is currently on role at 'The Acorns' In Ormskirk which is a PRU. Axel was sent here following his permanent exclusion from The Range in Formby due to him taking a knife into school. Due to these offences Axel was not permitted back into the Acorns school until a risk assessment had been completed by CSC. Axel has been sent work sheets by the school since this incident. The Acorns are currently awaiting the outcome of the YOT assessment until they can consider their risk assessment to let Axel back into school. Axel's father is extremely concerned about the lack of education that Axel is receiving at this moment in time. Alphonse does not feel that the Acorn's is an appropriate school for Axel to be at and that it does not meet his needs.

At review Maggie Allred High Support Teacher at Acorns School advised that Axel has excellent attendance and works hard every session.

He is on High Support Tuition on 1to1 for one hour every day 2.30-3.30 with myself as teacher.

From our point of view the risk is steadily reducing as far as we can observe. In September he was taught 1to1 with 2 staff present (myself and another member of staff). From mid October this is now 1 member of staff (myself). The school is now busier at his tuition times so he sees lots of other students on arrival and departure and seems to be coping well with this.

We had an integration plan to introduce other students into the room but this has been stalled as the school had to close for 2 weeks due to Covid end of September. Rest assured we realise how important it is that he learns to get along with peers appropriately and safely and we will move forward on this when staffing and available students allow.

We have discussed actions and consequences through use of English Language sources for GCSE which has proved useful I believe. I will discuss further with Mrs Hodson about the use of more direct support for reintegration (such as social stories, making good choices etc) so he feels happy and confident to move forward socially.

Have there been any other concerns related to the young person's education, training or

employment?

Further exploration:

Concerns about unidentified/undiagnosed need or difficulties

Victim of bullying in ETE settings

Complex history e.g. moves, disruptions, previous exclusions

Offending on or near school/ETE premises

Deliberate intent to disrupt or jeopardise placement

Other

Please provide details for each of the boxes ticked above.

Undiagnosed needs- A diagnosis of ASD is being explored. The family are in the process of applying for an EHC plan.

Victim of bullying- Axel states he was bullied at his previous school however, nothing was done about this and this was the reason for his offence.

Offending on or near school premises- Axel was taking a knife into The Range school

Other- Axel is not currently receiving a full school timetable. He is on High Support Tuition on 1 to 1 for one hour every day 2.30-3.30.

Schema Version: Unknown

Offending and Anti-Social Behaviour

Offending and ASB

Episode: Episode: 1

Offence Details

Please click on the rows for each offence below to complete the offence details/characteristics

Details						Location/Timing				Characteristics		
Offence Category	Offence Type	Offence Start Date	Offence End Date	Seriousness	Specified offence?	Postcode	Location	Day of the week	Time	Involvement of Others	Behaviours involved	Victim Deliberately Targeted
Violence against the person	Possess knife blade / sharp pointed article in a public place - Criminal Justice Act 1988	11/12/2019		3	No			Wednesday	00:00			
Violence against the person	Assault a person thereby occasioning them actual bodily harm	11/12/2019		3	Specified			Wednesday	00:00			
Violence against the person	Possess an offensive weapon in a public place	11/12/2019		3	No			Wednesday	00:00			

What Happened

DESCRIPTION OF OFFENCE(S): Please describe the offence(s), the impact on the victim(s) (or why this is not relevant/unknown) and any differences in accounts (e.g. between CPS/Police, young person and/or victims)

THINKING AT THE TIME: Describe the young person's feelings/ intentions around the time of the offence(s) and whether or not they made any conscious choices/decisions

Axel appears to have had the intention of going to the school to get revenge on a young person who he states had been bullying him for a long time. Axel appears to have been going to get revenge as he felt that no one had done anything about the bullying. This does appear to have been planned the night before when Axel ordered a taxi.

Attitudes to Offence(s)

REFLECTIONS NOW: What does the young person now think about the offence(s) (e.g. shows/doesn't show remorse, able/unable to recognise impact on victim/family/others), how does this compare to their thinking at the time and how do their parents/carers view the offence(s).

Axel appears to recognise that his actions were wrong but appears to lack a deeper understanding about why his actions were so wrong. Axel appears to feel that the consequences of his actions are now done. Axel appears to recognise he could have seriously hurt his victim but shows little regard for this therefore, I would question if Axel knows the full implications of his actions. This was also questioned by the CJLD practitioner who interviewed him in the cells. Axel appears to have quite a superficial understanding of what the consequences could have been. Axel's parents understand how serious Axel's offence was to an extent however, do try and mitigate his actions by stating that he was angry at being sent to the Acorns and that the bullying hadn't been dealt with.

What is the young person's current attitude towards the victim(s)?

Yes

Is there anything else about the behaviour which causes you particular concern?

Further exploration:

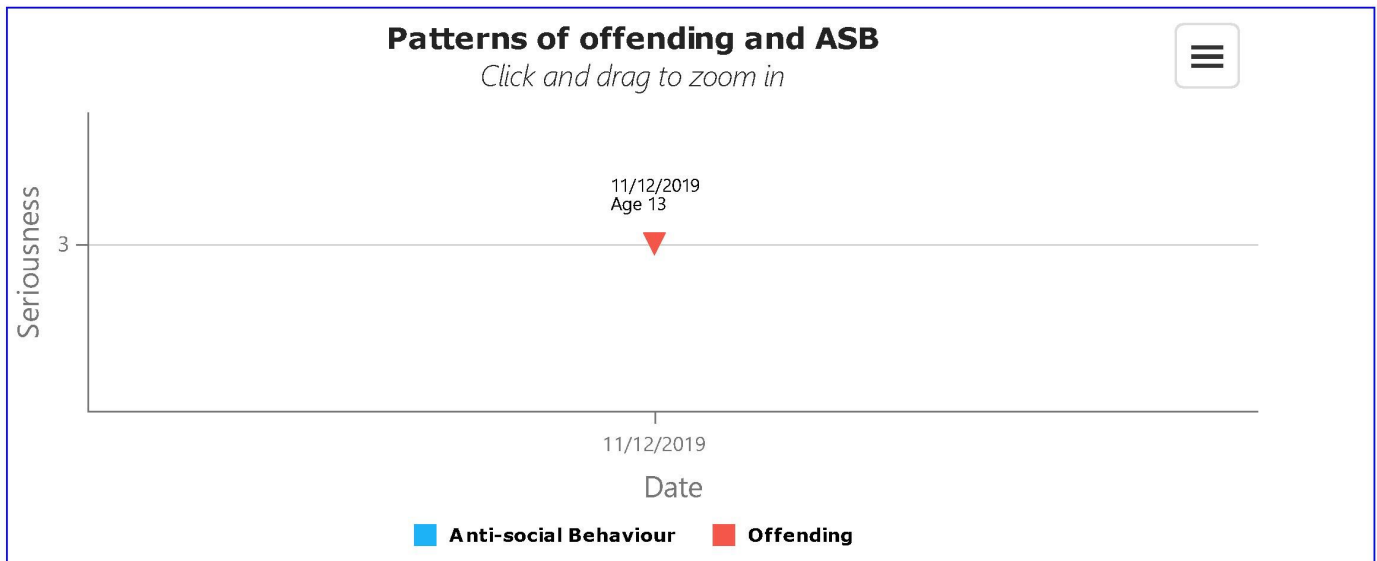
Please indicate if any of these apply:

- | | |
|--|--|
| Recklessness <input checked="" type="checkbox"/> | Appears to be practice for more serious offending <input type="checkbox"/> |
| Loss of self-control <input type="checkbox"/> | Particular cruelty or callousness <input type="checkbox"/> |
| Unduly sophisticated methods for his/her age <input type="checkbox"/> | Anything else unusual or disconcerting <input type="checkbox"/> |
| Ritual or bizarre elements <input type="checkbox"/> | Other concerns <input checked="" type="checkbox"/> |
| Excessive influence by young person over others <input type="checkbox"/> | None of the above <input type="checkbox"/> |

Please provide as much detail as possible here:

Axel appeared to attack a random young person when he couldn't find his intended victim and showed little regard for the consequences.

Patterns of offending



Looking across the young person's offences/behaviours and the details listed under each episode above, please describe:

- What is similar/different about their nature?
- What is similar/different about their characteristics?
- What positive or negative changes/trends have there been over time?

Note: If there is only one offence/behaviour simply note that there is no pattern to analyse

This is the first time that Axel has become known to the Youth Offending team therefore, it is hard to establish a pattern of offending. During the assessment process the YOT have been informed of concerning behaviour by Axel that was not criminalised. Axel made childline aware in October 2019 that he had been taking a knife into school and this had happened in excess of 10 times. Axel has then taken a knife out with him for this incident. Axel is not thought to have taken knives into the community however, has taken them onto The Range High School premises twice however, never used or produced the knife. This offence was an escalation in that behaviour as Axel has harmed someone with an adapted hocked stick.

There has no evidence of any further offending since the original offence.

Attitudes to offending

- How does the young person feel about his/her offending? e.g. regret, pride, lack of concern
- Have his/her attitudes to offending changed over time? e.g. accepts responsibility for actions, recognises the seriousness of his/her offending?
- What do the young person's parent/carers think about his/her offending?
- What are the young person's broader attitudes to offending and victims?

Axel appears to show a lack of concern about the incident and carrying knives. This appears to have also been the case when he has spoken to Social Workers and the CJLD team. Axel appears to now understand his actions were wrong and stated this to the case manager. This may be because he has been spoken to by professionals and understood the implications of his actions. However, it may be because he has recognised that others feel his actions were wrong therefore, has felt that he should vocalise his intentions were wrong without this truly being his view. Axel is also being investigated for ASD therefore, this may effect his views on his actions. Axel does not take pride in his actions. His tone when discussing the offences was very 'flat' and matter of fact therefore, I do question if he truly understands the implications of his actions and if he does have ASD.

Alphonse (Axel's father) appears to somewhat mitigate and minimise his sons actions by attempting to justify that he had a knife in his possession. Alphonse blames Axel's response on the bullying.

No evidence of any further offending or concerning behaviour since the original offence.

Do you have any particular concerns about the way that the young person has tried to justify his/her offending?

Yes

Further exploration:

- Thinks that certain motives (e.g. honor, status) provide justification
- Thinks that the victim/s 'deserved it'
- Sees certain people/groups as acceptable targets
- Influenced by parental/wider family pro-criminal attitudes

Justification of offending on political or religious grounds

Other concerns

Please provide as much detail as possible here:

Axel does not see the negative consequences for his victim.

Axel has completed sessions on victim awareness and he has demonstrated some awareness of how the victim may have been impacted.

Other Behaviours of concern

Do you have information or evidence about any other unconvicted behaviours by the young person which give cause for concern?

Yes

Further exploration:

Violence at home, school or other social settings

Threatening/aggressive behaviour

Sexually inappropriate behaviour

Cruelty to animals

Fire setting

Involvement in hate-based behaviour

Perpetrator of domestic abuse

Young person has said, indicated or threatened that s/he might cause serious harm to others

Behaviour driven by obsessions, fantasies or other problematic interests

Indications of young person planning for/preparing to commit offences

Offence-paralleling behaviour

Other odd or disturbing behaviour

Dangerous or reckless driving

Destruction of property

Any other concerns

Please provide as much detail as possible here:

Axel has been aggressive towards others in school.

Axel has been searching for extremist material in school such as school shootings and beheadings however, he has been assessed by Prevent who have closed the case.

Axel has previously stated he wanted to cause serious harm to his intended victim however, he does not appear to want to pursue this now.

At review - No reports of any concerning behaviour since the start of the order.

Schema Version: Unknown

Foundations for Change

Resilience and goals

What does the young person do to cope with problems and difficulties in his/her life?

Give specific examples where possible, positive and negative

Axel does not appear to deal with issues within his life positively. It appears that he can deal with some via confrontation. Axel's school records show that he has been in altercations with other pupils when he has had disagreements with them. Axel also becomes quite confrontational with his parents when he does not agree with them. Axel appears to struggle more with social situations where he has an issue. Axel may have a diagnosis of ASD which may explain his difficulties in resolving issues in a social setting.

Outside of school Axel does not appear to have friends that he associates with.

To what extent does the young person understand the potentially negative consequences of further ASB/offending for his her future?

To what extent does the young person think it is possible to achieve positive change / avoid further ASB/offending?

Does the young person have some positive goals and aspirations?

Details:

Axel does appear to recognise that further offending would get him into more trouble however, it is unclear if Axel has a deeper understanding of what it would mean to get into trouble such as the effects on his future and liberty.

Axel doesn't know what he wants to do yet however, has stated he would like to be back in school however, dislikes the Acorns.

Opportunities

Opportunities and external resources to help the young person achieve positive outcomes:

What is currently available?

What is currently missing?

How much does the young person know about what is available and how to access it?

Available:

YOT: YOT can support with Axels understanding of consequences.

CAMHs: can support around emotional wellbeing and investigation of a diagnosis of ASD.

Education: to support future opportunities however.

Family Support: Axel's parents are supportive and are proactive in seeking out support for Axel.

Missing

Positive activities: Axel does not engage in positive activities outside the family home. School are working toward integrating him into classes with other young people.

At Axel's age it is unlikely with Axel's age that he would be able to access these services however, it is likely that should Axel have any issues the family would be proactive in accessing support. It is noted that the family have not engaged with some services in the past however, they do tend to engage if they see the need to engage eg. in education. His family have engaged well with YOT.

Engagement and Participation

Does the young person have experiences of previous YOT supervision/contact?

Has the young person been involved with restorative processes before?

What is the young person's current attitude towards supervision/contact with the YOT?

Axel appears to understand why YOT are involved in his life and that he must comply with an order.

Due to covid 19 I was unable to see Axel in person and he struggled with the telephone contact. When the lockdown restrictions were eased and I was able to see Axel at home he has engaged well. Axel is more comfortable engaging in person than he is on the phone.

What is the young person motivated to work on/change and which things s/he does not want to address?

Motivated to work on

All intervention elements of the Referral Order

Resistant to work on

Axel would struggle to complete reparation.

Where known, provide information about the young person's preferred learning style.

Note any specific tools used, preferred types of activity, other learning preferences.

Axel's learning style is not known.

In practice Axel prefers to complete his sessions via discussion.

Have particular barriers to engagement and participation been identified?

Further Exploration:

Please provide as much detail as possible here including barriers related to the young person and also wider family context

Axel may have a diagnosis of ASD which is being investigated.

Axel's father works late shifts therefore I have been seeing Axel at home at 4.30 - 5pm.

Where the young person is, or has been, involved with other services, please comment on any particular positives or problems with regards to their engagement:

CFW- Prior to the commission of his offences Axel was open to CFW due to him taking knives into school. It appears there was limited engagement with them.

CSC- The family have engaged well with CSC.

Prevent- The family co operated with CSC and Axel was then closed to them.

School- It appears that school and the family have a difficult relationship. Alphonse is frustrated that Axel is not receiving a full time provision. He understands the seriousness of Axel's actions but feels his son is missing out. Alphonse also feels that the Acorns is not an appropriate environment for Axel. However, he is engaging with the school.

Factors affecting desistance

Based on your assessment, summarise the key factors for and against desistance in the young person's life:

Category	Factors for Desistance
Family and wider networks	Axel has supportive parents who provide pro social models
Engagement & Participation	Axel has a number of professionals who could help him.
Learning, Education, Training & Employment	Axel is now attending school daily.

Desistance / Reduced offending

Factors against Desistance (Negative Influences on Behaviour)	Category
Axel potentially has a diagnosis of ASD	Speech, Language, Communication & Neuro-disability
Axel is extremely isolated and informs he has been bullied.	Social and community / neighbourhood
Axel has taken weapons into school previously.	Thinking and behaviour
Axel has been viewing extremist images online such as beheadings and school shootings.	Thinking and behaviour
Axel's father attempts to minimise Axel's offending behaviour	Parenting, Care and Supervision
Axel does not appear to have any friends that he associates with. Axel spends all his spare time in the family home.	Features of Lifestyle

Schema Version: Unknown

Young Person Self Assessment

Young Person Self Assessment Questionnaire:

Date Last Updated:

Family, Home and Relationships

I know that my family care about me

I get on with my family/carers

I stay out or away from home

There are problems or arguments at home

I live with people who get into trouble

My family are upset about my behaviour

I have lost someone special from my life

Who are the most important people in your life?

Smoking, Drinking and Drugs

I spend a lot of money on drinking, smoking or drugs

Smoking, drinking or drugs get me into trouble

I smoke too much

I drink too much

I take too many drugs

I want help to cut down on smoking, drinking or drugs

I smoke/use drugs/drink alcohol with friends

Health and how I feel

I do things that are bad for my health

I feel good about myself

I get angry and lose my temper

I eat well

I sleep well

I feel stressed or anxious

I have thought about hurting myself

I have tried to hurt myself

I have thought about killing myself

Friends

My friends get into trouble

I get into trouble when I am with my friends

I do things without thinking

I tell my friends what to do

I trust other people

I can say 'no' to my friends

What do your friends think of you?

School, College and Work

What things at school/college/work do you like?

People

Why do you like them?

I want help with reading

I want help with writing

I miss/missed school

I have people who help me with school/college/work

I get into trouble at school/college/work

What work or job would you like to do?

Offending

Do you think what you did was wrong?

Why did you do it?

The boy didn't do anything wrong.

Are you sorry for what you did?

Do you want to make up for what you did?

Has your offence caused problems for you or your family?

My Future

I can think of reasons to avoid offending

These are?

What things will make it hard to avoid offending?

Nothing

Who can help you avoid offending?

I am good at dealing with problems

Say one thing you would change in your life

Is there anything you would like the YOT to help you with?

What do you enjoy doing?

Watching TV

What would you like to do in your spare time?

Would you like help to do these things?

Working with the YOT

There are things I find it difficult telling a worker about

Have you been to this or another YOT before?

What things did you like about being at the YOT?

What problems did the YOT help you with?

What things at the YOT didn't you like doing?

Did you find it easy to go to your YOT appointments?

Why?

Review

What things in your life have got better?

Nothing really - nit been in trouble again.

Have any things in your life got worse? If yes, which things?

Not really.

What things would you still like to change?

Not be at Acorn School.

What's been good about coming to the YOT so far?

Nothing

What's been bad about coming to the YOT so far? Why has it been bad?

Nothing really.

Think about the things you have been doing at the YOT. What is helping you sort out problems in your life?

Nothing really.

Is there anything else you would like the YOT to help you with?

Not really.

Parent/Carer Self Assessment

Parent/Carer completing Self-Assessment

Date Last

Updated:

About your child

I find it easy to talk to my child about their behaviour

I think that my child's behaviour causes problems at home

I worry that my child stays out late or away from home

Health/Lifestyle

I am concerned that my child may be using alcohol or drugs

I am concerned about my child's health

I am concerned that my child is anxious or unhappy

I think my child chooses good friends

I usually know where my child is or who they are with

School, college and work

I know how my child is getting on at school/college/work

I have concerns about my child's education

At home

I find it easy to make time to do things I enjoy

I think that I manage my child's behaviour well

There are problems in my life which make parenting difficult

I would like some help with things at home

Offending

Why do you think your child committed their offence?

How do you feel about your child's offence/behaviour?

What will help your child stay out of trouble?

What would you like the YOT to do to help with this?

Strengths and interests

What things is your child good at?

Does your child have any interests that the YOT could support (sport, music, volunteering etc)?

Working with the YOT

Is there anything that could make it difficult for you to get to the YOT?

Is there anything else that the YOT can do to help you as a parent or carer?

Timeline

On this line, please give some significant positive and negative family events that have happened over the last few years.

Short description of family event	Date From	Date To
No Events recorded		

Review

Have you asked your child about what they are doing with the YOT?

If yes, what have they said they like or don't like about coming to the YOT?

He has not said.

Has there been any change in your child's behaviour?

If yes, what is different?

He is good.

How involved with the YOT do you feel?

What could the YOT do to involve you more?

No

What more could the YOT do to help your child?

Its been enough.

Are there any problems which make it difficult for you or your child to get to the YOT?

Is there anything else the YOT can do to help you as a parent or carer?

Schema Version: Unknown

Explanations and Conclusions

Understanding offending behaviour

Context and patterns

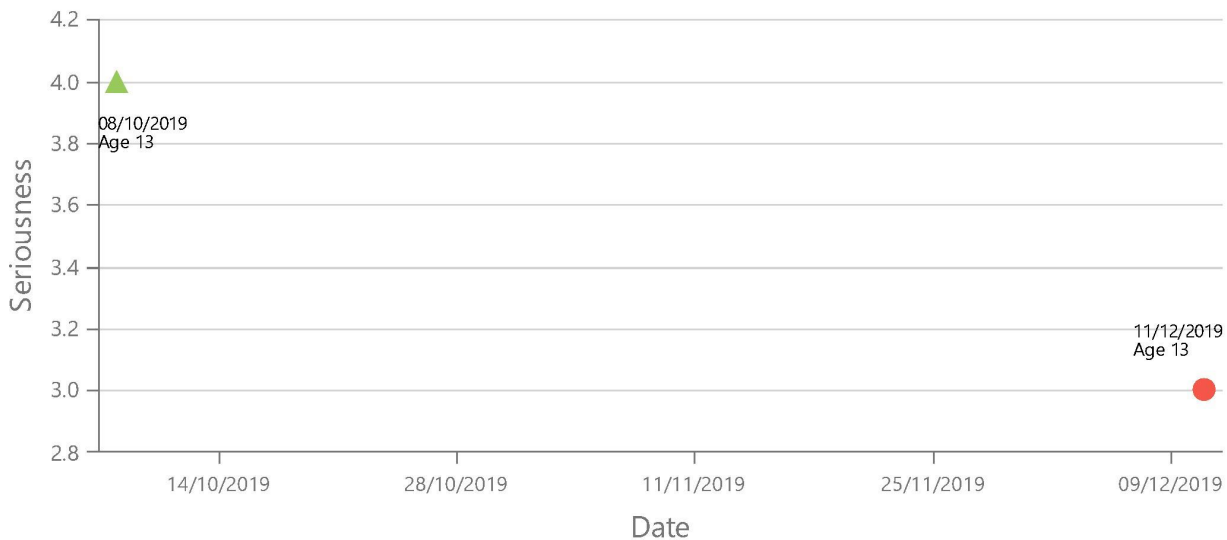
Significant life events

Date From	Date To	Short description of the Life Event
08/10/2019	08/10/2019	Around this time Axel rings Child line and states he has been taking a knife into school because he is being bullied. Axel is then permanently excluded from the Range High School in Formby.

Behaviour

Context and Patterns of offending and ASB

Click and drag to zoom in



Motivations for Behaviour

Reflect on the strengths/concerns/behaviours you have identified so far, other relevant assessments and the graph above.

Taking account of all of this, why do you think the young person has displayed these patterns of behaviour? *Include: The possible underlying motivations for each type of behaviour; the potential links between strengths/concerns/long & short-term events/contacts and the young person's behaviours; possible reasons why any lulls/ periods of improved behaviour have occurred.*

When considering the long term pressures that have led to Axel becoming involved in offending behaviour it appears that Axel feels he was subject to a long history of bullying. Axel appears to feel the intended victim had got away with bullying him and intended to get revenge. Previously Axel had taken a knife into school due to this young person. All of Axel's offending behaviour appears to revolve around the difficulties that he had at school and his perceived mistreatment by the young person and the school as they failed to act. At the time Axel appears to have felt it appropriate to take matters into his own hands. Axel appears to struggle with social relationships and is very isolated. Axel possibly has a diagnosis of ASD and therefore, may be why he has struggled to resolve the issues around school appropriately.

Unanswered questions:

Identify any areas of uncertainty or any unanswered questions e.g. are there any aspects of his/her behaviour that are still difficult to explain? Is there any information which does not 'fit' with your main explanation or understanding of the behaviour?

- Parent/ carer questionnaire. initial . Review self assessments completed.
- ECT

Factors affecting desistance

•What needs/goals is the young person trying to achieve through offending/ASB?

Axel appears to have been trying to get revenge on the student who he blames for bullying him. Dad appears to think that Axel blames this pupil for his exclusion from The Range as Axel had been carrying a knife due to the bullying by the student.

Axel appears to have struggled to positively resolve the issues and therefore, decided that he would take action to rectify the situation. It is arguable that Axel lacked a thorough insight into the possible negative consequences of his actions.

Axel has engaged well on session with the Youth Offending Team. School report that from their point of view the risk is steadily reducing as far as they can observe.

Moving on to look at the future, use the table below to identify and compare the key factors for and against desistance in the young person's life.

Rating	Category	Factors for Desistance (Positive Influences on Behaviour)		Factors against Desistance (Negative Influences on Behaviour)	Category	Rating
Strong	Family and wider networks	Axel has supportive parents who provide pro social models	Desistance / Reduced offending	Axel potentially has a diagnosis of ASD	Speech, Language, Communication & Neuro-disability	Strong
Moderate	Engagement & Participation	Axel has a number of professionals who could help him.		Axel is extremely isolated and informs he has been bullied.	Social and community / neighbourhood	Moderate
Moderate	Learning, Education, Training & Employment	Axel is now attending school daily.		Axel has taken weapons into school previously.	Thinking and behaviour	Moderate
				Axel has been viewing extremist images online such as beheadings and school shootings.	Thinking and behaviour	Weak
				Axel's father attempts to minimise Axel's offending behaviour	Parenting, Care and Supervision	Potential
				Axel does not appear to have any friends that he associates with. Axel spends all his spare time in the family home.	Features of Lifestyle	Potential

Give reasons for factors rated as having (or with potential to have) the strongest influence on behaviour.

e.g. Factor X appears to have been an underlying influence on the following types of behaviour...; Factor Y seems to have helped

Factor for desistance.

1) Family and wider networks - Axel has supportive family who want the best for him. Axel's father has been proactive in getting him back into education and seeking support for him. I have assessed this as a strong factor for desistance as if Axel has the support he needs he may be less likely to engage in offending behaviour.

2) Engagement and participation- Axel has a number of professionals who may be able to help him get the right support such as CAMHs and CFW. Axel and his parents have engaged well with the Youth Offending Team. Axel and his family are engaging with school. I have rated this as strong factor against desistance.

3) Learning and education- Axel is now attending his education for one an hour a day, School advised that Axel has excellent attendance and works hard every session. In September he was taught 1 to1 with 2 staff present. From mid October this is now 1 member of staff The school is now busier at his tuition times so he sees lots of other students on arrival and departure and seems to be coping well with this. While these are small steps these are positive factors for Axel and therefore I have rated this as moderate.

Factor against desistance.

1) Speech, Language, communication- Axel potentially has a diagnosis of ASD. Axel is currently on the waiting list for an assessment however, this may take a long time. I have assessed this as a strong factor as it appears the situations where Axel has displayed negative behaviours is when around peers or social situations that he may not know how to resolve. Although if Axel does have ASD this will not resolve these issues it will give others an understanding of why he acts how he does. Axel's struggles with interpersonal relationships is a strong factor against desistance as he may get into conflict with others when difficult situations arise.

2) Social and community- Axel appears extremely isolated from his peers and reports to have no friends. I am concerned about the impact that this would have on his emotional wellbeing. I am also concerned that if Axel does have ASD he will have less social interaction therefore, learn less about how to appropriately interact with peers. Therefore, I have rated this as moderate.

3) Thinking and behaviour- Axel has previously taken weapons into school. In October he reported to have taken weapons into school on at least 10 occasions. This is concerning as Axel may choose to use weapons should a difficult situation arise. However, I have only assessed this as moderate as Axel hasn't used these weapons despite having the opportunity to do so indicating that Axel may have some inhibitions to using weapons. No evidence of Axel taking any weapons into school since the offence.

4) Thinking and behaviour- Axel has previously viewed extremist behaviour online and has been open to Prevent (anti terrorism unit) however, they have now closed their referral. Axel appears to have taken an interest in watching macabre footage such as beheadings and shootings. However, there is no indication that Axel has made any plans to carry out these offences. Axel appears interested in these sorts of events as shown when he told the CJLD practitioner about genocide in Rwanda. Axel does appear to have made comments at school about teachers being killed however, this appears to have been a flippant comment said after being in trouble I have rated this as 'weak' as there does not appear to be any offence paralleling or indication that Axel will commit acts like this.

5) Parenting Care and supervision. Axel's father attempts to minimise Axel's offending behaviour. However over the course of the Order Axel's father seems to show more understanding of Axel's behaviour. I have therefore rated this section as a potential factor against desistance.

6) Features of Lifestyle. Axel does not appear to have any friends outside of school. He spends his time at home watching TV. No direct link to offending however if he has no peers to talk to this may limit his outlet for his thoughts and feelings. Rated at a potential factor against desistance.

Future behaviour

Indicators of risk of serious harm to others

Do any of the following apply to the young person in relation to their offending:

The young person has been convicted of a serious specified offence?

The young person is being sentenced for a specified offence?

The young person has been previously assessed as presenting a 'risk to children'?

Type of behaviour and impact on others

Based on your assessment, is there evidence that the young person may commit future offences or cause harm to others?

Yes

If 'Yes' is selected, please complete the sections below:

- Think about the possibility of the young person committing offences/behaving in ways similar to their current offence(s)/behaviour.
- Now think about the possibility of the young person committing other types of offence / behaving differently (either more or less serious)
- Consider the possibility of other behaviours that would hurt or harm other people e.g. bullying, aggression, with the family or home setting

Behaviour/Offence	Victim	Impact
Violence Against The Person	Peers	Slight
Violence Against The Person	Staff / person in authority	Minor
Violence Against The Person	Peers	Medium
Aggression towards others	Peers	Slight

Nature of behaviours:

Include a break down of what each behaviour could look like, who could be at risk and why that would result in the impact level given.

Violence against the person - Peers- Axel has been in physical altercations with pupils in school when he has been unable to manage difficult social situations or has perceived that they have been bullying him.
 Violence against the person- Staff/ people in authority- Axel taking weapons into school. He has not harmed or threatened to harm staff with these however, he may harm them in the course of altercations with other students.

Violence against the person - peers- Axel may take weapons into school if he has had an altercation with another pupil that he is unable to resolve appropriately or he has felt that there has been a lack of a response from others. .

Aggression against others- peers- Axel has been aggressive towards other peers when there has been a disagreement.

At review there have been no reports of any further concerning behaviour since the original offence date.

1: Violence against the person -

What (is the future behaviour): Attacks potentially involving the use of a weapon

Who (would be the victim): peers

Why (have you given this impact): Medium impact as this behaviour could result in a long term physical or emotional impact.

Context for behaviour, likelihood and imminence

Context and likelihood of behaviours *Include a breakdown of the situation(s) in which each outcome could occur (where, when, how) and reasons why those situations are/are not likely given the young person's current circumstances*

Violence against the person- Peers- This is most likely to happen within school due to Axel having limited opportunities to socialise outside school. This is likely to happen where Axel is unable to resolve conflict positively or if he feels that the resolution is unfair. This is because Axel struggles with social situations with others. Axel potentially has a diagnosis of ASD which potentially impacts upon how Axel relates to others. This is unlikely to be imminent as Axel isn't currently in education with other students.

Violence against the person- staff/ person in authority- This is most likely to happen in school as this is where Axel is most likely to get into altercations as this appears to be his only form of interaction with others outside the family home. This would happen if Axel got into an altercation and staff attempted to intervene. Again, this would happen due to Axel being in conflict with a peer. This is unlikely to be imminent as Axel is not being educated with other students at this moment in time.

Violence against the person- peers- This would happen if Axel felt he was being bullied or treated unfairly and he had access to weapons. This would happen as Axel appears to struggle to manage peer relationships. This is unlikely to happen imminently as Axel does not appear to have any ongoing issues with peers, he is aware that he must stay away from the victim of his offence and he isn't currently in education.

Aggression against others- peers- This would happen at school as Axel only appears to associate with his peers within an educational environment. This would happen when Axel gets into conflict with his peers however, as Axel isn't being educated with other students this is unlikely to happen imminently. This would happen as Axel appears to struggle to manage conflict with his peers appropriately.

1: Violence against the person -

Where (will this behaviour occur) : This could occur against peers at school.

When (is this behaviour likely to occur): This behaviour is unlikely to occur imminently as Axel is currently educated on his own on a 1 to 1 basis.

How (does the behaviour occur): it could occur if Axel feels that he is being bullied and nothing is being done about it by staff.

Why (does the behaviour occur/ influencing factors): This relates to Axel's inability to manage and control his emotions and resentment towards peers.

Please now rate the likelihood of these behaviours occurring:

Behaviour/Offence	Victim	Impact	Likelihood	Community/Custody
Violence Against The Person	Peers	Slight	Possible	Community and Custody
Violence Against The Person	Staff / person in authority	Minor	Possible	Community and Custody
Violence Against The Person	Peers	Medium	Unlikely	Community and Custody
Aggression towards others	Peers	Slight	Possible	Community and Custody

Summary section

Matrix of impact/likelihood judgements: Community

		Likelihood				
		Unlikely	Possible	Likely	Very likely	Almost certain/certain
Impact	Slight		<ul style="list-style-type: none"> • Violence Against The Person • Aggression towards others 			
	Minor		<ul style="list-style-type: none"> • Violence Against The Person 			
	Medium	<ul style="list-style-type: none"> • Violence Against The Person 				
	Major					
	Critical					

Matrix of impact/likelihood judgements: Custody

		Likelihood				
		Unlikely	Possible	Likely	Very likely	Almost certain/certain
Impact	Slight		<ul style="list-style-type: none"> • Violence Against The Person • Aggression towards others 			
	Minor		<ul style="list-style-type: none"> • Violence Against The Person 			
	Medium	<ul style="list-style-type: none"> • Violence Against The Person 				
	Major					
	Critical					

Assessed as a risk to children?

ROSH judgement:

YOGRS:

Indicative Likelihood of Reoffending:

Likelihood of Reoffending:

Considering the impact and likelihood of risks in the matrices above, please provide reasons for the ROSH judgement:

When considering the risk of serious harm there is no doubt that Axel had the potential to cause serious harm to both his intended victim and his eventual victim. Axel has stated to other professionals he intended to cause serious harm but in reality didn't think he would or could have. When considering risk of serious harm I have also considered the imminence of any situations where Axel may cause serious harm. Axel has a short antecedent history therefore, the likelihood of becoming involved in offending behaviour is lowered. Axel has been in some fights at school however these have not involved weapons or caused serious harm. Axel is not known to have been involved in any situations in public where he could cause serious harm and this appears at the moment to be confined to a school environment. Since Axel is not in school this also decreases the risk of serious harm.

I acknowledge that this became a 'random' attack as Axel couldn't find his intended victim however, Axel did not cause him serious harm.

Axel has searched for extremist footage on the internet however, there is no indication that he was planning to copy any of this behaviour or an indication that he was planning to carry out this behaviour. Axel has been assessed by Prevent and they have ended their involvement.

Since the start of the order there have been no reports of any concerning or offending behaviour.

Considering the likelihood of risks in the matrices and indicative Likelihood of Reoffending above, please provide reasons for the Likelihood of Reoffending judgement:

When considering risk of reoffending I have assessed Axel as 'low' risk. I have considered that Axel has limited antecedent history. Axel appears to only have become involved in offending behaviour in response bullying. This appears to be because Axel couldn't appropriately manage the situation. At this moment in time Axel is not showing indications that he is involved in offending behaviour in the community or in the family home. His offending appears to revolve around the school environment and difficult peer relationships. Axel is not in school therefore, his opportunities to engage in negative behaviours in a school environment are limited. Axel does appear to have appropriate boundaries and supervision which is another desistance factor.

MAPPA

MAPPA Category:

Safety and wellbeing

Based on your assessment, do you have any concerns about the young person's safety and wellbeing? Consider any potential impact on the young person from any previously identified concerns and behaviours.

If 'Yes' is selected, please complete the sections below:

Adverse outcome, impact and cause

Adverse Outcome	Impact
Bullying	Minor
Physical harm	Minor
Emotional harm	Minor

Nature and cause(s) of adverse outcomes Include a break down of what the nature of each outcome could be, what and/or who could cause it (stating multiple causes if needed), and why that would result in the impact level given.

Bullying- Axel may suffer bullying due to his struggles to associate with other young people and manage social situations which would impact upon his emotional health. This would happen in situations where Axel associates with his peers such as in school or clubs.

Physical harm- Axel has previously carried weapons and risks physical harm from peers if he attempted to use them against him as the peers could overpower Axel and use the weapons he carries against him.

Emotional harm- Axel is at risk of emotional harm due to his social isolation. Axel does not appear to have many friends and appears to struggle to form and maintain friendships. Axel has also stated he doesn't want to join clubs or do activities to make friends. I have assessed this as 'minor' as Axel could be encouraged to take part in more social situations which would decrease his isolation.

When might the behaviour occur in and what circumstances

What (is the nature of the adverse outcome) : Axel could be bullied.

Why (will it occur/ what is the cause) : Issues at school.

Who (would be involved) : Peers at school.

Why (have you given this impact): Impact is medium as staff should be aware.

When might the behaviour occur in and what circumstances

What (is the nature of the adverse outcome) : Axel could be physically harmed by a weapon he was in possession of.

Why (will it occur/ what is the cause) : Issues at school.

Who (would be involved) : Peers at school.

Why (have you given this impact): Impact is medium as staff should be aware.

When might the behaviour occur in and what circumstances

What (is the nature of the adverse outcome) : Axel could suffer emotional harm.

Why (will it occur/ what is the cause) : social isolation.

Who (would be involved) : Axel
Why (have you given this impact): Impact is medium.

Context, likelihood and imminence

Context and likelihood of adverse outcomes *Include a breakdown of the situation(s) in which each outcome could occur (where, when, how) and reasons why those situations are/are not likely given the young person's current circumstances*

Bullying- This would happen when around friends or in a social setting such as an extra curricular activity if other young people did not get along with Axel or got into conflict with him.

Physical Harm- This would happen if Axel had conflict with other young people and felt that the most appropriate way to deal with this was through carrying weapons. This would happen in a school setting due to Axel not having any other forms of socialising.

Emotional Harm-Axel would suffer emotional harm through social isolation as this could hinder his ability to communicate others. It would also decrease his opportunities to learn social norms through associating with his peers. At this moment in time Axel does not appear concerned about his lack of contact with peers however, in the future he may be hindered as he has not had the chance to form relationships with others his own age.

Bullying

When (imminence/timing) : It is unlikely to happen at present as Axel is educated on a one to one basis and he is only in school one hour per day.

Where (would this occur): It could occur in school if / when he is unsupervised.

How (would this occur): Other young people at school bullying Axel.

Physical harm

When (imminence/timing) : It is unlikely to happen at present as Axel is educated on a one to one basis and he is only in school one hour per day.

Where (would this occur): It could occur in school if / when he is unsupervised.

How (would this occur): Other young using weapons that Axel may carry and use against him.

Emotional harm.

When (imminence/timing) : Anytime

Where (would this occur): Home / school

How (would this occur): Axel being socially isolated.

Adverse Outcome	Impact	Likelihood	Community/Custody
Bullying	Minor	Unlikely	Community and Custody
Physical harm	Minor	Possible	Community
Emotional harm	Minor	Possible	Community and Custody

Summary section

Matrix of impact/likelihood judgements: Community

		Likelihood				
		Unlikely	Possible	Likely	Very likely	Almost certain/certain
Impact	Slight					
	Minor	<ul style="list-style-type: none"> Bullying 	<ul style="list-style-type: none"> Physical harm Emotional harm 			
	Medium					
	Major					
	Critical					

Matrix of impact/likelihood judgements: Custody

		Likelihood				
		Unlikely	Possible	Likely	Very likely	Almost certain/certain
Impact	Slight					
	Minor	<ul style="list-style-type: none"> Bullying 	<ul style="list-style-type: none"> Emotional harm 			
	Medium					
	Major					
	Critical					

Overall safety and wellbeing concerns:

Considering the impact and likelihood of risks in the matrices above, please provide reasons for the safety and wellbeing judgement:

✔ Countersignature

Name:

Job Title:

Date:

Pathways and Planning

Intervention indicators

YOGRS:

MAPPA Category:

Indicative Scaled Approach intervention level:

Scaled Approach intervention level:

Likelihood of Reoffending:

ROSH judgement:

Assessed as risk to children?

Overall Safety and Wellbeing concerns:

If the Scaled Approach intervention level has been amended, please give reasons:

Summarise key conclusions from other relevant assessments (eg AIM/SAVRY)

A C&F assessment took place in January 2020 which concluded that there were no concerns around the parenting of Axel and the care he receives. The family were stepped down to CFW service for support getting Axel back into education.

Other plans in place - *Please note where and how these can be accessed*

None at this time.

Assessed Priorities

Note the priorities from your assessment under the following outcomes below, drawing from the links/assessment summary provided

Goals and life opportunities

Axel to be in more appropriate educational setting.
Axel to engage in more positive activities outside the house
Axel to be less socially isolated.
Axel to continue to engage with CAMHs and eventually engage in ASD assessment.

Not Offending

Axel to understand the law around weapons.
Understanding how to manage conflict with peers.

Not Hurting Others

Axel to understand how his actions have effected others.
Learning how to manage conflict.

Keeping Safe

Axel to understand the risks he took to his own wellbeing carrying knives.

Repairing Harm

Axel to understand how his victims feel.
Reparation.

Services and Resources

Use this sub-section to state the services/resources involved or to be involved and which of the assessed priorities they are in place to support/address

Which of the young person's assessed priorities can be (or are being) supported or addressed through external (including voluntary) services?

CAMHs- CAMHs can support in an ASD assessment.
CAMHs- to support with Axel's mood.
School- Sourcing a more appropriate provision for Axel.

How can identified strengths and resources be used to support change?

Axel has supportive parents who will engage well when they see the merit in engaging.

Review of areas possibly requiring further action

Section	Sub-section	Referrals	Notes
	~Parent		Section: Parent/ carer questionnaire.

Referrals (typically to internal services that can help support/address assessed priorities)

Nature of Referral	Date Referral made	Referral outcome	Section	Sub-section	Notes	
No referrals						

Proposed Intervention Type:

Please state the reasons for your decision:

Tailoring interventions

Details of how interventions will be tailored to take account of any specific individual needs e.g. learning difficulty, cultural needs, speech, communication and language, preferred learning style etc.

Interpreter required?:

Have any Special Educational Needs been identified?:

Physical health concerns or disability:

Mental health concerns:

Substance misuse concerns:


Speech, Language, Communication and Neuro-disability concerns:

Specific Need	How intervention delivery will be tailored to this need
Special Educational Needs	Parents are applying for EHC Plan.

 Information about the young persons preferred learning style is known

Where the young person's preferred learning style is known, how will this be addressed in the intervention plan:

Axel's learning style is not known however, it is likely that visual aids will be effective as he enjoys tv shows and video games.

 Particular barriers to engagement and participation have been identified

Where any other barriers to engagement/participation have been identified, state how will these be addressed in the intervention plan:

Axel potentially has a diagnosis of ASD which may impact upon certain interventions.

Axel's father works in the evenings therefore, is not normally awake until lunch which needs to be taken into consideration when contacting him.

Overall progress

Summarise the behaviour and progress of the young person while carrying out their intervention work and activities:

Axel's referral order has taken a different form due to the Covid19 crisis. Axel has been spoken to over the phone rather than being seen in person for supervision sessions. Unfortunately we have not been able to facilitate work over the phone therefore, Axel has kept in touch and has been building relationships with the YOT. Axel gives short answers but does answer any questions. There are concerns that Axel has ASD which may be why he struggles over the phone.

Since lockdown restrictions have been eased I have seen Axel at home. He has engaged well on the interventions.

Our Intervention Plan

My Targets What we are going to work on while you are with the YOT/in custody?

1

Target:

My Target is: To understand how my actions have effected myself and others.

Outcomes:

- Goals and opportunities
- Not Offending
- Not hurting others
- Keeping Safe
- Repairing harm

Young person To do this, I will...

actions: Work with YOT.

Parent/carer To help you "To understand how my actions have effected myself and others.", I/we will...

actions:

YOT/SE/others To help you "To understand how my actions have effected myself and others.", the YOT/SE or others will...

actions:

How will we know I am successful/doing well?

I will have a better knowledge of how I have effected others.

Other details:

Method:

Supervision sessions

Frequency:

Start date: 24/03/2020

Target date:

Co-ordinator:

John Fitzpatrick

Provider:

Last reviewed: 17/06/2020

Completed: 23/10/2020

Review/progress:

Progress: Axel has completed session on how his actions have affected himself and others. Axel has stated that he will not offend again in the future.

Status: Successfully completed

2

Target:

My Target is: To keep in touch with YOT during the virus outbreak by telephone or in person when lockdown restrictions are eased.

- Outcomes:**
- Goals and opportunities
 - Not Offending
 - Not hurting others
 - Keeping Safe
 - Repairing harm

Young personTo do this, I will..
actions: Speak to YOT on the phone or in person.

Parent/carerTo help you "To keep in touch with YOT during the virus outbreak by telephone or in person when lockdown restrictions are eased.", I/we will..
actions: For Axel's parents to support and encourage him to attend and engage with all his YOT appointments.

YOT/SE/othersTo help you "To keep in touch with YOT during the virus outbreak by telephone or in person when lockdown restrictions are eased.", the YOT/SE or others will..
actions: Contact you via phone or in person.

How will we know I am successful/doing well?
I will not miss any of my telephone appointments.

Other details:

Method:	Frequency:	Start date:
Telephone calls 1 to 1.		24/03/2020
		Target date:
Co-ordinator:	Provider:	Last reviewed:
John Fitzpatrick		17/06/2020
		Completed:
		21/01/2021

Review/progress:

Progress: Axel has kept in touch with the YOT as required.
After the initial lockdown Axel was seen at home in person.

Status: Successfully completed

3

Target:

My Target is: To understand the implications, law and consequences of carrying or using weapons.

Outcomes:

- Goals and opportunities
- Not Offending
- Not hurting others
- Keeping Safe
- Repairing harm

Young person To do this, I will...

actions: Work with YOT.

Parent/carer To help you "To understand the implications, law and consequences of carrying or using weapons.", I/we

actions: will...

YOT/SE/others To help you "To understand the implications, law and consequences of carrying or using weapons.", the

actions: YOT/SE or others will..

How will we know I am successful/doing well?

I will understand how carrying or using weapons can have negative implications for myself and others.

Other details:

Method:

Supervision sessions

Frequency:

Start date: 24/03/2020

Target date:

Co-ordinator:

Anna Croll

Provider:

Last reviewed: 17/06/2020

Completed: 23/10/2020

Review/progress:

Progress: Axel has completed sessions on knife crime and the law . He has engaged well and displayed an understanding of the issues.

Status: Successfully completed

4

Target:

My Target is: to look at positive uses of time outside the family home .

Outcomes:

- Goals and opportunities
- Not Offending
- Not hurting others
- Keeping Safe
- Repairing harm

Young person To do this, I will...

actions: Think of activities I would like to do.

Parent/carer To help you "to look at positive uses of time outside the family home .", I/we will...

actions:

YOT/SE/others To help you "to look at positive uses of time outside the family home .", the YOT/SE or others will...

actions: Look for activities you may enjoy

How will we know I am successful/doing well?

I will enjoy doing an activity outside the family home.

Other details:

Method:

Supervision sessions

Frequency:

Start date: 24/03/2020

Target date:

Co-ordinator:

Anna Croll

Provider:

Last reviewed: 17/06/2020

Completed: 21/01/2021

Review/progress:

Progress: Axel hasn't been able to do any activities outside the family home during the covid 19 crisis but he has stated he would like to try tennis again.
Axel is attending school on a daily basis from September 2020

Status: Not Completed

My Future Targets

No future targets

Other Information

Other things that the YOT/secure establishment or other people will do to help you	Name	Service
Support you back into more appropriate education.	School	School

Who will need to see/know about this plan?

Mother, father, The Acorns

I will have at least appointments each month that I must attend/go to

Signatures:

Young person:

Parent/carer:

Worker:

I'll look at this plan again on and make any changes if we need to.

Date of plan:

Risk Management Plan

External Controls / Actions

Please use this section in particular to show evidence of actions being/to be taken (by YOT and other services) to mitigate offending, harmful behaviour and safety and wellbeing risks.

e.g. Formal controls/restrictions, monitoring, surveillance, young person/victim safety planning, information sharing etc.

Action	Outcomes	Frequency	Date to complete by	Who to complete	Progress	Completed
Parents to encourage Axel to attend school		as required		Axel and school	Ongoing	<input type="checkbox"/>
Family to engage with CFW					CFW have stated there is no role for them at this time and closed Axel.	<input checked="" type="checkbox"/>
Axel to be encouraged to think of activities he would like to take part in.				Axel		<input type="checkbox"/>

Additional information

Is it possible to access any of the required services using other sources?

Further Exploration:

Please provide as much detail as possible here:

CAMHS to look at emotional health.
Axel is on the waiting list for an ASD assessment through CAMHS.

Are any of the required services not available?

Dealing with changing circumstances

Changes that would impact risk to others Considering the context of Future Behaviour Risks:

- What foreseeable changes in the young person's life could cause a significant increase or decrease in the risk to others?
- If these changes occurred, what action would need to be taken, by whom and when? (include actions to be taken by other services)

Axel's risk to others would change if the following happened:

- Axel's behaviour was to change in ways similar to prior to the commission of the offence.
- Axel was found to be in possession of weapons again or of weapons in the community.
- Axel was to be physically violent towards someone in the community.
- Axel reported to be bullied.
- Axel was to be in more social situations with peers who he may get into conflict with.
- Axel was found to be viewing extremist material and showing indications of planning for an offence or moving beyond viewing the material.

If any of the above happened the following would need to happen.

- Axel's parents to be consulted.
- Multi agency communication and decisions to be made including: Andrea Fontaine (CFW), The Acorn's school and FCAMHS.
- YOT PC to be consulted in conjunction with YOT CAMHS worker to ensure that we take into account the possible diagnosis of ASD.
- Assetplus to be updated and management to be consulted.
- Referrals made to the appropriate agency.

Changes that would impact risk to the young person Considering the context of Safety and Wellbeing Risks:

- What foreseeable changes in the young person's life could cause a significant increase or decrease in their safety and wellbeing risks?
- If these changes occurred, what action would need to be taken, by whom and when? *(include actions to be taken by other services)*

The risk to Axel's safety and wellbeing would change if the following happened:

- Axel was to feel bullied again.
- Axel was found in an educational setting with weapons or out in the community with weapons.
- Axel stated he was in low mood.
- Axel was contacted to those who had involvement in extremist activity.

In these events or any other that would compromise or increase Axel's safety and wellbeing the following would need to happen:

- Axel's parents to be consulted.
- Multi agency communication and decisions to be made including: Andrea Fontaine (CFW), The Acorn's school and FCAMHs.
- YOT Health to be consulted.
- Assetplus to be updated and management to be consulted.
- Referrals made to the appropriate agency.

 **Countersignature**

Name:

Job Title:

Date:

Schema Version: Unknown

Restorative Justice Module

Young person's details

Surname: Rudakubana
First name(s): Axel
Other names/alias:

Gender: Male
Date of Birth: 07/08/2006
Age: 14
Age at time of sentence: 13

Current Young person ID: 80080862
PNC Number: 2019/0621956C

Flat/House Name: Town: Southport
House Number: 10 County:
Street: Old School Close
District: Banks
Postcode: PR9 8SB

Telephone Numbers:

Telephone No.	Type	Preferred
<input type="text" value="DPA"/>	Home	<input type="checkbox"/>
<input type="text"/>	Mobile	<input type="checkbox"/>
<input type="text" value="DPA"/>	Work	<input type="checkbox"/>
<input type="text"/>	Fax	<input type="checkbox"/>

Ethnic Classification: Black/Black British - African
Nationality: British Immigration/asylum status issues: No
Preferred language: English Interpreter required?: No
Religion: Christian

Details:
e.g. Diversity considerations, any difficulties with communication methods, interpreter/language details etc.
Axel possibly has a diagnosis of ASD which is being explored. Axel was born in Cardiff however, his parents are originally from Rwanda.

Parents/carers' details

Details 1

Surname:

Emergency Contact:

First name(s):

Medical Consent:

Other names/alias:

Parental Responsibility:

Flat/House Name:

Town:

House Number:

County:

Street:

District:

Postcode:

Telephone Numbers:

Telephone No.	Type	Preferred
<input type="text" value="DPA"/>	Home	<input type="checkbox"/>
<input type="text"/>	Mobile	<input type="checkbox"/>
<input type="text" value="DPA"/>	Work	<input type="checkbox"/>
<input type="text"/>	Fax	<input type="checkbox"/>

Relationship to Young Person:

Contact approved

Additional information:
*Note issues regarding contact,
specific needs of parents etc.*

Both parents are in full time employment. Axel's father works late shifts therefore, it is better to contact him in the afternoon. Both parents originate from Rwanda but moved to the UK in their 20's to seek employment.

Axel's brother uses a wheelchair.

Key areas of Intervention

What are the main priorities for Repairing Harm?

Axel to understand how his victims feel.
Reparation.

Has the young person been involved with the restorative processes before?

Episodes

Episode: Episode: 1

Offending and Anti-Social Behaviour

Offence Details

Details				
Offence Category	Offence Type	Offence Start Date	Offence End Date	Victim Deliberately Targeted
Violence against the person	Possess knife blade / sharp pointed article in a public place - Criminal Justice Act 1988	11/12/2019		
Violence against the person	Assault a person thereby occasioning them actual bodily harm	11/12/2019		
Violence against the person	Possess an offensive weapon in a public place	11/12/2019		

What Happened

Please provide an outline of what happened, including a description of the impact on the victim(s) (where known). Please also pay particular attention to differences in accounts e.g. between the CPS/Police view and the young person's account, or between the accounts of the young person and the victim(s).

- What was s/he feeling before, during and immediately after the offence(s)?
- What were his/her intentions? What information or knowledge did s/he have, take account of or ignore?
- What choices and decisions did s/he make at the time?

Axel appears to have had the intention of going to the school to get revenge on a young person who he states had been bullying him for a long time. Axel appears to have been going to get revenge as he felt that no one had done anything about the bullying. This does appear to have been planned the night before when Axel ordered a taxi.

Attitudes to Offence(s)

- What does the young person now think about the offence(s) s/he committed? *e.g. remorse, lack of concern, pride*
- How does this compare with what they were thinking at the time the offence(s) happened and immediately afterwards?
- Is s/he able to recognise the impact/seriousness of the offence(s)? *e.g. on others, the victim(s), family*
- How do his/her parents/carers view the offence(s)?

Axel appears to recognise that his actions were wrong but appears to lack a deeper understanding about why his actions were so wrong. Axel appears to feel that the consequences of his actions are now done. Axel appears to recognise he could have seriously hurt his victim but shows little regard for this therefore, I would question if Axel knows the full implications of his actions. This was also questioned by the CJLD practitioner who interviewed him in the cells. Axel appears to have quite a superficial understanding of what the consequences could have been. Axel's parents understand how serious Axel's offence was to an extent however, do try and mitigate his actions by stating that he was angry at being sent to the Acorns and that the bullying hadn't been dealt with.

Yes

there anything else about the offence(s) and/or the young person's attitudes which causes you particular concern, or indicates that the behaviour was more serious than the charge implies?

Further exploration:

Please indicate if any of these apply:

- | | |
|--|--|
| Recklessness <input checked="" type="checkbox"/> | Appears to be practice for more serious offending <input type="checkbox"/> |
| Loss of self-control <input type="checkbox"/> | Particular cruelty or callousness <input type="checkbox"/> |
| Unduly sophisticated methods for his/her age <input type="checkbox"/> | Anything else unusual or disconcerting <input type="checkbox"/> |
| Ritual or bizarre elements <input type="checkbox"/> | Other concerns <input checked="" type="checkbox"/> |
| Excessive influence by young person over others <input type="checkbox"/> | None of the above <input type="checkbox"/> |

Please provide as much detail as possible here:

Axel appeared to attack a random young person when he couldn't find his intended victim and showed little regard for the consequences.

Young person's views

What is the young person's current attitude towards the victim?

What are the young person's views about: face-to-face contact with the victim/other RJ options (e.g. reparation; shuttle mediation; letter of apology)?

Are there any victim safety concerns that need to be considered when determining appropriate RJ interventions?

Please select

Tailoring Interventions

Details of how interventions will be tailored to take account of any specific individual needs e.g. learning difficulty, cultural needs, speech, communication and language, preferred learning style etc.

Interpreter required?:

Have any Special Education Needs been identified?:

Physical health concerns or disability:

Mental health concerns:

Substance misuse concerns:

Speech, Language, Communication and Neuro-disability concerns:

Schema Version: Unknown

Referral Order Panel Report Module

Surname:

First name(s):

Other names/alias:

Date of Birth:

Age:

Age at time of sentence:

Flat/House Name:
House Number:
Street:
District:
Postcode:

Town:

County:

Episode	Offence Category	Offence Type	Offence Start Date	Offence End Date
No offences currently linked to panel				

Date of Panel:

Report Author:

Job title:

Sources of Information

- | | | | |
|---|--|--|---|
| Interview <input checked="" type="checkbox"/> | Victim <input type="checkbox"/> | Residential home/hostel <input type="checkbox"/> | General Practitioner <input type="checkbox"/> |
| Family/carer <input checked="" type="checkbox"/> | Police <input type="checkbox"/> | Housing association <input type="checkbox"/> | Other health service <input type="checkbox"/> |
| Case record <input checked="" type="checkbox"/> | Crown Prosecution Service <input type="checkbox"/> | Local education authority <input type="checkbox"/> | Substance misuse service <input type="checkbox"/> |
| School <input checked="" type="checkbox"/> | Solicitor <input type="checkbox"/> | Careers guidance service <input type="checkbox"/> | Secure establishment <input type="checkbox"/> |
| Child Services department <input checked="" type="checkbox"/> | Previous convictions <input type="checkbox"/> | Mental health service <input type="checkbox"/> | Other <input type="checkbox"/> |
| Voluntary organisation <input type="checkbox"/> | Lead professional <input type="checkbox"/> | | |

Introduction

See paperdip 24.09.20

Elements of contract and progress

Conclusion

Schema Version: Unknown