

**Chronology**

Date	Event	Category/Categories	Doc Description	Reference
5 <sup>th</sup> October 2019	<p>Axel had recently hit a pupil in an English lesson and also commented ‘that’s how teachers get murdered’ after receiving a detention. Axel isolated and spoken to about hitting the pupil.</p> <p>DC emailed Mr Rudakubana on 05.10.19 to express concerns and provide an update as to the situation with MW.</p>	Education	<p>Email to The Range High 22.11.19 asking for supporting information, reply received with documentation 22.11.19. Incident is in CAMHs referral made by DC 10.10.2019</p>	<p>1</p> <p>2</p>
7 <sup>th</sup> October 2019	<p>Police report from PC McNamee to Range High re report from Childline. Axel has reported taking a knife into school on 10+ occasions, with intent to use it on MW, who has been bullying him.</p>	Police/ Education	<p>Website Enquiry Form from P McNamee to The Range</p>	3
8 <sup>th</sup> October 2019	<p>Collected by Dad from school and to be kept at home until further notice.</p>	Education	<p>Range High School Safeguarding Form</p>	4
8 <sup>th</sup> October 2019	<p>MASH referral made to Sefton and PC McNamee’s email forwarded, too. Sefton MASH replied to say that Axel lives in Lancashire so referral needs to be made to them.</p> <p>DC rang Lancashire Social Care on <span style="border: 1px dashed black; padding: 2px;">DPA</span> CSC said the Police had made a referral and the matter had been stepped down to Early Support so there was no need to make an additional referral. A MASH team Early Help worker had not yet been identified and the comments regarding the teacher concern would have to be forwarded to the Police.</p> <p>PC McNamee said that he had reported the incident on 07.10.19 as High Risk and, on checking his computer, it remained High Risk. DC to inform PC McNamee of the final decision regarding Axel remaining at Range.</p>	Education	<p>Range High School Safeguarding Form</p>	4

10 <sup>th</sup> October 2019	Axel Permanently Excluded from Range High School.  Exclusion states that "There was significant lack of emotion and awareness with regards to Axel carrying a knife, the implications in using one and the risk posed to himself and the school community"	Education	Permanent Exclusion Notification	5
10 <sup>th</sup> October 2019	David Cregeen, Designated Safeguarding Lead (DSL) at The Range makes referral to CAMHS at Alder Hey asking for urgent support.	Education	Axel Rudakubana 9NM CAMHS SPA Referral Form 10.10.2019	2
12 <sup>th</sup> October 2019	Letter from Alder Hey refusing the referral and signposting Axel towards Sefton Targeted Youth Services. The letter asks for school and family to work together.	Mental Health	AR 9NM CAMHS Letter 16.10.2019	6
17 <sup>th</sup> October 2019	Placed on roll at the Acorns School. Only information received by school at this point is the EPEN1 form and the letter from CAMHS.  Admission meeting held with both parents and Axel. Joanne Hodson asked Axel about incident, very emotionless and stated that he took the knife in to use it. Joanne Hodson explained that he would be wanded and searched every day as he came into school.  Dad asked said he was taking Axel to his GP the next day to ask for a referral to CAMHs. Joanne Hodson said that if GP would not refer, school would be able to make a referral.	Education/ Pupil Access Team at LCC	EPEN1 ACERS Referral to Acorns Email to all staff 17.10.2019 about managing risk  Admission pack completed by parents in Electronic copy of AR paper file sent over by Lancashire Archives	7 8 9  218
18 <sup>th</sup> October 2019	Did not come into admissions as he had GP appointment	Education	Added to staff chronology by Jill Ellison	21
28 <sup>th</sup> October 2019	Started in Assessments with Jill Ellison. Completed: Dyscalculia Screening One Page Profile CATS (Cognitive ability) Acorns SEW Assessment	Education	AR Dyscal Teachers Acorns Sew Assessment Tool Updated 20.11.2019 AR Admissions diary	10 11 12 13

	One Page Profile		Updated 20.11.2019 One Page Profile AR CATS Teachers	14 15 16
4 <sup>th</sup> November 2019	Started in Willow group, initially on 2 hour timetable.	Education	AR Timetable 4.11.19 Email advising staff that AR may struggle	17 24
5 <sup>th</sup> November 2019	Sharon Evans spoke to dad re: timetable. Confirmed that Axel would be in school until 11.30 for the rest of week and that further changes would be confirmed via telephone and in writing.	Education	Added to Staff Chronology by Sharon Evans	21
8 <sup>th</sup> November 2019	Sharon Evans spoke to dad to inform him of Axel's increased timetable from 11.11.19. Letter sent home also.	Education	AR Timetable 11.11.19	18
15 <sup>th</sup> November 2019	Sharon Evans rang Dad to inform him of the change of timetable. Axel will be at school for lunch leaving at 1pm	Education	AR Timetable 18.11.19	19
15 <sup>th</sup> November 2019	During ICT lesson today I found Axel searching school shootings in America. When I told him to stop and get on with his work he tried to engage in a conversation about the subject but was told this was not going to happen. (Added by Steph Heaton)	Education	CPOMS (Page 71)	20
15 <sup>th</sup> November 2019	Sharon Evans telephoned dad and informed him of incident. Sharon Evans asked dad to reinforce that this was not an appropriate use of the internet during school. Sharon Evans asked dad for update regarding CAMHs and was told that he was waiting for school to refer, as this had been agreed at admissions. Sharon Evans informed Joanne Hodson. <u>Dad returned call a few minutes later, informing Sharon Evans that Axel said he had only copied behaviour of another student, and that he had clicked on a hyperlink to a news story.</u>	Education	CPOMS (Page 71)	20
18 <sup>th</sup> November 2019	Axel is usually quiet and quite reserved but is becoming more vocal within the classroom he is taking part in discussions about topics within lessons and news articles that the class may be discussing. Axel's timetable has been extended from 12.30 daily to 1pm. He can now have lunch and socialise for a short time before he leaves school. Axel prefers to have lunch in the Tech room as it is much quieter and not as many students have lunch here.	Education	Added to staff chronology by Sharon Murphy	21

19 <sup>th</sup> November 2019	CMcC joined the class today. HD at one point threw a rolled up foil ball at CMcC it missed him and hit Axel, Axel laughed and HD said "Sorry – did it hurt you? It was meant for CMcC" Axel said "No" and laughed – he didn't mention it later.	Education	Added to staff chronology by Sharon Murphy	21
19 <sup>th</sup> November 2019	<u>Sharon Evans spoke to Dad who raised concerns re: name calling by HD.</u> Sharon Evans to speak to staff before feeding back to Dad.	Education	Added to staff chronology by Sharon Murphy	21
20 <sup>th</sup> November 2019	Sharon Evans spoke to dad re: phone call yesterday. Dad asked about the possibility of Axel moving group	Education	Added to Staff Chronology by Sharon Evans	21
20 <sup>th</sup> November 2019	Referral to Lancashire CAMHs by Joanne Hodson	Education/ Mental Health	Email referral to Lancashire CAMHS with attached referral form	22 23
20 <sup>th</sup> November 2019	<p>Axel spent 2 hours with me today in assessments, I did his SEW assessment again and we compared his answers with the answers he gave me when he started. He was very tired today so this was not completed, I have noted a few things down that were said in conversation.</p> <ul style="list-style-type: none"> <li>•I don't normally get offended easily but I do get annoyed easily.</li> <li>•HD tells me to do things like put your apron on, then when I have it on he tells me to take it off.</li> <li>•He bosses me around the class quite a bit and tells me to shut up a lot.</li> <li>•He doesn't interrupt me to say it, he waits till I have finished then tells me to shut up and do my work.</li> <li>•10 minutes into lesson I get bored, I get bored quite often in every lesson.</li> <li>•I don't ever sit down and talk to my mum or dad about personal feelings.</li> <li>•Axel doesn't go out of the house once he has finished school, he has no friends at home.</li> </ul>	Education	<p>Added to staff chronology by Jill Ellison</p> <p>Email to Joanne Hodson 20.11.19 about completing updated SEW assessment</p>	21  25

	Axel noticed I had a social skills game on my desk and asked could we play it, which we did. After taking turns playing a What Would You Do game and speaking out, he seemed in a better mood afterwards.			
21 <sup>st</sup> November 2019	Gemma Holcroft got Axel and HD to work together. HD had made burgers in the previous lesson so he could help Axel. "I will show you what to do" said HD. HD was helpful showing Axel what to do and explaining what to do. HD also took photos of Axel preparing and cooking burgers.	Education	Added to staff chronology by Sharon Murphy	21
21 <sup>st</sup> November 2019	Axel working well and completing all written work for DT. Anthony McCann suggested going to the Library to look at the shelving. "What is the Library?" said Axel "Duh! What do you think?" said HD "No I mean where is the Library?" replied Axel. We went up to the Library and Axel explained that he hadn't been up there before. <span style="border: 1px dashed black; padding: 2px;">DRA</span> began to say that means you are fat. "No it doesn't" said Axel "How does that mean he is fat?" asked Anthony McCann.	Education	Added to staff chronology by Sharon Murphy	21
21 <sup>st</sup> November 2019	Told AR we are aware of comments made by student HD. Told AR we will support him and that he is handling it maturely.	Education	Added to staff chronology by Anthony McCann	21
21 <sup>st</sup> November 2019	HD and Axel had more communication today than usual. HD began by asking Axel where he lived "Do you live in Formby?" asked HD and Axel replied "No". "Where do you live?" HD & Axel began talking about Xmas. There was good communication between them both.	Education	Added to staff chronology by Sharon Murphy	21
21 <sup>st</sup> November 2019	Advised by Lancashire CAMHS that they could not accept a referral for Axel as he has a Sefton GP. Joanne Hodson spoke to Wendy Briody at length on the telephone because of serious level of concern. Emailed Dawn Meakin asking for help as Alder Hey have already refused referral	Education/ Mental Health	Email to Dawn Meakin asking for Help Please?	26
21 <sup>st</sup> November 2019	Emailed David Cregeen at Range asking for any supporting information	Education	Email to The Range High 22.11.19 asking for supporting information, reply received with documentation 22.11.19.	1

22 <sup>nd</sup> November 2019	Received reply from DC at Range with safeguarding information, police report and original referral to CAMHs at Alder Hey (see chronology 05/10-12/10/19)	Education	Email to The Range High 22.11.19 asking for supporting information, reply received with documentation 22.11.19.	1
22 <sup>nd</sup> November 2019	Joanne Hodson spoke to Duty Clinician at Alder Hey re CAMHs referral for Axel, given information about how to refer.	Education/ Mental Health		
22 <sup>nd</sup> November 2019	Made new CAMHs referral to Alder Hey	Education/ Mental Health	Email Child AR Referral to Alder Hey CAMHs with replies and attachments EPEN1 AR 9NM CAMHS Letter 16.10.2019	27  7 6
22 <sup>nd</sup> November 2019	Contacted Claudia at Parenting 2000 "Good morning Claudia, We have a child on our roll, Axel Rudakubana DOB 07/08/2006. His Dad has named you on the admissions forms as part of the team around the family. Are you seeing Axel on a regular basis?  Thank you"	Education/ Mental Health	Email thread with Claudia Aldersley from Parenting 2000  Admission pack completed by parents in Electronic copy of AR paper file sent over by Lancashire Archives	28  218
22 <sup>nd</sup> November 2019	Axel asked about the lessons we have today. Axel made a comment about not liking the IT Teacher "she's annoying" said Axel HD said "That's just because you were looking at something that you shouldn't and she told you to stop, she's just doing her job" Axel also commented on how small the year 10's are.	Education	Added to staff chronology by Sharon Murphy	21

22 <sup>nd</sup> November 2019	Axel and HD were having a conversation with differing opinion. It was a light hearted conversation with no sign of aggression in either boy's voice. However, when HD would not change his opinion Axel turned to the front of the class and in a very aggressive tone stated "Well, in my opinion it is". His face was showing extreme anger and he wouldn't look at HD. He used to pretext of doing his work not to look round. It took him several minutes to calm himself down. I don't think he was aware of me witnessing his change in mood.	Education	Added to staff chronology by Elaine Whitehead	21
22 <sup>nd</sup> November 2019	Axel was looking at the web site about health & safety equipment for his lesson. Axel started looking at Numchuks. He said "look at these Numchuks" Stephen Baker said "You should be looking at tools – come off that and continue with your work" Axel changed back and continued with his work.	Education	Added to staff chronology by Stephen Baker	21
25 <sup>th</sup> November 2019	Email received from Alder Hey to confirm that they are looking at the referral	Education/ Mental Health	Email Child AR Referral to Alder Hey CAMHs with replies and attachments	27
25 <sup>th</sup> November 2019	Lucy Parkinson is the allocated Early Help Worker for Axel-JL sent email with details of CAMHS referral	Education/S ocial Services	Referral Form for Camhs, CITNS, Therapy Services AR Email 25.11.2019 to Lucy Parkinson	23 29
25 <sup>th</sup> November 2019	Sharon Evans attempted to return call to Lucy Parkinson but was only able to leave message.	Education	Added to Staff Chronology by Sharon Evans	21
25 <sup>th</sup> November 2019	Reply received from Claudia at Project 2000 "I have been seeing Axel for counselling at Parenting 2000 since May- his father commissioned our services whilst he was on the NHS waiting list with ourselves. Since his exclusion from school, Axel is now able to be part of our Sunshine and Showers project which allows for free, quick access to therapeutic services- he has therefore continued to be seen for therapy by myself. This is usually done on a fortnightly basis. As part of this project we also offer a course for parents (in a group) to help	Education/ Mental Health	Email thread with Claudia Aldersley from Parenting 2000	28

	<p>build family resilience and understanding around youth mental health issues, Axel’s father has asked if he can be on this group which starts in January 2020 (for 5 weeks).                  Last week I spoke with Lucy Parkinson from Burscough Family Wellbeing centre and have filled her in also. She is now involving the community safety team which I feel is totally appropriate.                  Please let me know if I can help further, I don’t attend TAF meetings as this makes maintaining confidentiality around sessions too difficult but have been given permission by Axel and his dad to liaise with school and the early help team.”</p>			
26 <sup>th</sup> November 2019	Email re AR potentially being bullied by other pupils	Education	Email sent to Joanne Hodson by Pam Walsh	30
26 <sup>th</sup> November	Email follow up to bullying issue	Education	Email sent to Joanne Hodson by Steph Heaton	31
26 <sup>th</sup> November	Email to staff re Urgent Risk assessment for AR, given the allegations of bullying	Education	Email sent to Jonne Hodson. Risk Assessment started, last updated February 2022	32 33
26 <sup>th</sup> November 2019	Sharon Evans spoke to dad on telephone about Axel being in arrears for school dinners and about issues with HD and CMc. Sharon Evans suggested that Axel go home at 12.30. Dad did not agree; requesting that he stay for lunch as usual.	Education	Added to Staff Chronology by Sharon Evans	21
27 <sup>th</sup> November 2019	Axel went on KS3 trip to Chester Zoo, was happy and was relaxed and laughing with the other learners. On the bus HD was constantly asking Axel why he was at The Acorns, this was handled and stopped by staff. HD parents contacted.	Education	Added to Staff Chronology by Donna Low	21
28 <sup>th</sup> November 2019	Email re Chester Zoo trip	Education	Email sent by Donna Low	34
29 <sup>th</sup> November 2019	At the start of the lesson Axel refused to sit down and opted for walking up and down near his seat punching his hand hard. He was	Education	CPOMS (Page 71)	20

	told to stop as he would hurt himself. He then sat down and started to work with Sharon Murphy very reluctantly. Sharon Murphy was trying to give him ideas how to promote his business and one suggestion was to tell people that his business was new to the area. He insisted that this would not be good because people would think he would kill them as they did not know him. He said that people don't trust others they don't know in case they get murdered. He was regularly out of his seat and then he walked to the highest part of the ceiling, jumped up and punched a laminate hanging from it very hard			
3 <sup>rd</sup> December 2019	In the workshop AR was discussing different YouTubers and YouTube videos. He was discussing with another pupil videos of people hurting themselves. He also made a comment about if a drill bit broke it could fly off and kill someone, he was quite graphic.	Education	CPOMS (Page 70)	20
3 <sup>rd</sup> December 2019	Within Art lesson, working with oil pastels colouring in Call of Duty images (Soldier outlines). AR commented saying "Why can we have these with guns but can't look at guns on the Internet" and then said "can we have a picture of a severed head then", Stephen Baker replied, this is not appropriate and changed the subject and explained that Art can be drawn with different topics such as still life which looks at the body form. He then tried to mention the topic again and I told him that everything you say is recorded and that the images have been allowed by Helen Cutts.	Education	CPOMS (Page 71)	20
3 <sup>rd</sup> December 2019	Jan Lewis tried to contact Matt Chipchase for advice from MASH -left message-regarding referring Axel to Sefton Targeted Youth Prevention services on previous recommendation by Alder Hey CAMHS.  Good afternoon I have tried to contact Matt Chipchase in regards to a query about the student named below without success. This young person falls between two local authorities and requires a referral to Sefton on targeted youth prevention as his GP is based in Sefton and he is based	Education/ Social Services	CPOMS (Page 70)  Email thread with MASH and PC McNamee 3.12.2019	20  35

	<p>in Banks West Lancashire. Unfortunately, we are unable to refer without a MASH referral-please can you advise? See link <a href="https://www.sefton.gov.uk/schools-learning/targeted-youth-prevention.aspx">https://www.sefton.gov.uk/schools-learning/targeted-youth-prevention.aspx</a></p> <p>Kind regards Jan Lewis Lead DSL/Assistant SENCO 4/12/2019-awaiting response from CSC to above email</p>			
3 <sup>rd</sup> December 2019	<p>Emailed CAMHs at Alder Hey to advise them of additional concerns.</p>	Education/ Mental Health	Email Child AR Referral to Alder Hey CAMHs with replies and attachments	27
3 <sup>rd</sup> December 2019	<p>Emailed PC McNamee to advise of our concerns and to ask for advice as he had been involved with PEX incident at the range.</p>	Education/ Police	Email thread with PC McNamee 3.12.2019	36
4 <sup>th</sup> December 2019	<p>During PSHE, CMcC used a swear word to comment on an image of Nicola Sturgeon on the worksheet students were completing. There were other Political Party leaders on the sheet and Axel said, 'She looks like a retard,' in regards to these. Sharon Evans explained that this was inappropriate and considered 'politically incorrect'; Sharon Evans also asked Axel not to use this word again. He responded by stating that he had heard it used before. Sharon Evans attempted to explain how the meaning of words changes over time, but Axel was not listening and was talking over Sharon Evans. At the end of the lesson, Sharon Evans asked Sharon Murphy to log two instances of inappropriate language by Axel, who challenged this as 'I've not used swear words.' Sharon Evans explained that the log kept by Sharon Murphy was about inappropriate language not just taboo language, and that using the word 'retard' as an adjective describe someone was wrong and hurtful</p>	Education	CPOMS (Page 70)	20
4 <sup>th</sup> December 2019	<p>Sharon Evans spoke to Joanne Hodson about the possibility of an additional member of staff being added to practical lessons, like DT, Food and Science, to support the monitoring of Axel during these</p>	Education	CPOMS (Page 70)	20

	periods. ACTION: SE to arrange review with parents as a matter of urgency.			
4 <sup>th</sup> December 2019	AR said 'Sharon Murphy is a sexist, she made a joke about men at work'. AR then said 'she is a homophobic as she was drinking out of a 'mrs' cup and shouted when we asked was she a lesbian'. AR then said 'she is a racist as well she said Coon earlier. She actually said to me AR you are a coon'	Education	CPOMS (Page 69)	20
4 <sup>th</sup> December 2019	Jane Eccleston spoke to Dad and asked him to come in for an emergency review.	Education	Added to Staff Chronology by Jane Eccleston	21
4 <sup>th</sup> December 2019	Jan Lewis contacted Lucy Parkinson from Early Help to inform of emergency review-Ann Cookson her Senior Practitioner and either Jason Ellwood or Paul Harris from the Community Safety Team to attend also.	Education	CPOMS (Page 69)	20
4 <sup>th</sup> December 2019	Email from PC Paul Harrison asking for concerns to be logged with MASH	Education/Police	Email from PC Paul Harrison 4.12.2019	38
5 <sup>th</sup> December 2019	Email reply from Jan Lewis to PC Paul Harrison	Education/Police	Email from Jan Lewis to Paul Harrison	39
5 <sup>th</sup> December 2019	Email reply received from Paul Harrison: Mrs Lewis Good morning Jan. Thanks for getting back to me. I was in contact with the mash yesterday evening. They advised me they could find no referral so there must be some confusion. Either way I have forwarded your e mail to a contact in the mash so I hope they will get in touch . With thanks Paul. Ps. I have been advised not to attend the meeting as this info on the face of it is of a higher risk than community safety to deal with	Education/Police	CPOMS (Page 69)	20
5 <sup>th</sup> December 2019	Axel very vocal from start of the lesson. Constantly questioning staff re instructions given in a silly manner. Made several comments re Miss Forrester about her being “contaminated” and her “contaminating” his work as she had coughed in the classroom. Despite reassurance this continued. Began to question Miss Holcroft and suggested that Miss Holcroft had not washed her hands. Continued to make comments whilst laughing and encouraged others to engage to target a member of	Education	Added to Staff Chronology by Gemma Holcroft	21

	<p>staff (Emily Forrester), whilst laughing and pacing despite challenges from staff. Mrs Hodson present on seventh warning given by Miss Holcroft and told Axel that this needed to stop. Axel laughed.</p>			
5 <sup>th</sup> December 2019	<p><b>Emergency review held; Mr. Rudakubana, Ann Cookson WPEH, Jane Eccleston, Joanne Hodson, Jan Lewis and later Axel. Outcome: TAF to be arranged (Ann Cookson) with agencies invited. Prevent referral, follow up Mash referral.</b></p> <p>Axel attended his emergency review mid-way and was brought in by Mrs Hodson following on from the previous incident.</p> <p>Axel alleged that the staff who had recorded concerns (recorded in this document and discussed) did not record these truthfully; his view is that he did not say or do those things as described. When it was pointed out that the concerns made were from a range of staff and verified by a second adult or more, Axel maintained that they did not happen as recorded. When questioned about the allegations made yesterday directed to a member of staff, initially he denied making them then conceded that he did with regard to the racist allegation. On discussing the incident where he targeted a member of staff, he denied doing such so Mrs Hodson brought Miss Forrester into the room. He denied saying it again. She challenged him directly about this but he refused to tell the truth despite the fact that the two staff versions were identical.</p>	Education/ Social Services	Added to Staff Chronology by Joanne Hodson	21
5 <sup>th</sup> December 2019	<p>Prevent referral completed by Jan Lewis on advice of WPEH. Mr Rudakubana has telephoned twice to speak to me (Jane Eccleston). I returned his call. He queried 2 aspects of the chronology relating to conversations he has had. He considers that school staff are apportioning blame to Axel. He states that Axel is a good boy. I reiterated the main point of raising our concerns is to ensure that Axel and everyone else is safeguarded and that it would be negligent for staff not to be concerned following on from an exclusion resulting from bringing a knife into school. I informed him that we referred to Prevent and explained why. A TAF meeting has been set up for Friday</p>	Education/ Police	CPOMS (Page 67)	20

	13th at 10am @ Acorns. I clarified that this would be a better opportunity to discuss the issues in more detail with other services present.			
5 <sup>th</sup> December 2019	<b>Prevent referral made to Lancashire Police Lancashire Concern Form submitted 05.12.2019</b>	Education/Prevent	Lancashire Concern Form December 2019	40
6 <sup>th</sup> December 2019	<p><b>Response from MASH received 6/12/2019:</b>  '<a href="mailto:j.lewis@westlancspcss.lancs.sch.uk">j.lewis@westlancspcss.lancs.sch.uk</a>'  Sent Friday, December 6, 2019 9:25 AM  Subject  Axel Rudakubana  Hello Jan,  I'm Jenny and I work with Matt as Education Officer, unfortunately Matt is <b>DPA</b> which is why he's not responded to your enquiry.  I'm not sure who you've sent your email to in MASH for advice? I note that you have spoken to CFW on 3 Dec who advised you to contact the Hub, however the concerns do not present as level 4.  The concerns regarding Axel searching on the internet for violent images, can be managed with level 2 support such as Police Community Safety Officer and Emotional Wellbeing Services / CANW. Children with Autism (which Axel may have) often develop obsessions around death, violence and crime. This is due to their neurodevelopment and I wasn't sure whether Axel was being assessed for Autism by the Community Paediatrician?  I hope this advice is of help.  Kind Regards  Jenny Ashton  MASH Education Officer  Lancashire House  Lancashire County Council  T <b>DPA</b></p> <p>JL referred to Prevent</p>	Education/Social Services	CPOMS (Page 70)	20

	<p>JE and JL met with PC Paul Harrison TAF arranged for 13/12/19</p> <p>JE had a lengthy telephone conversation with dad. Dad queried aspects of this chronology (<u>see underlined sections re 15/11/19 and 19/11/19</u>) Dad stated that Axel is being blamed and Axel is a good boy. At length and again, JE re-iterated the reasons for having concerns and that these concerns must be looked at in the interests of Axel's and others safeguarding. JE explained why a Prevent referral had been made and informed him of the date of the TAF.</p>			
9 <sup>th</sup> December 2019	During DT lesson 2 today Axel tried to access the internet. When he realised he had been blocked he tried to access the setting of the computer and internet setting to override the blocking.	Education	CPOMS (Page 67)	20
9 <sup>th</sup> December 2019	During break Axel refused to eat any toast, as it had been contaminated by EF.			
10 <sup>th</sup> December 2019	Axel said he thinks it's 'weird' that TDA will be reading to a young girl on Friday, he sniggered at this when challenged by Mr Finnegan. PA and LR took exception to this and said 'TDA will bang you, you're sick in head'	Education	CPOMS (Page 67)	20
10 <sup>th</sup> December 2019	Axel said 'that Indian kid is a drug addict, he is so quiet and shakes all the time'	Education	CPOMS (Page 66)	20
10 <sup>th</sup> December 2019	At the start of the lesson Axel tried to get onto the internet and adjust the pc settings to allow this despite being asked over 4 times to stop and continue work. He then started pacing around the classroom he stated that Sharon was 'derpy' (derpy clarified as akin to stupid) and when I told him to stop being horrible about people he told me he could have said a lot worse and that derpy was not too bad. I asked him to let Emily in the building with the toast, he walked to the door she was at turned round and said 'No' He saw another student NK walking past outside and he went to the window and said 'that's the drug addict, he takes drugs'. When he was challenged he said it was true and he didn't care. Another student in the lesson PA	Education	CPOMS (Page 66)	20

	told him to stop saying it and then told us that Axel is also saying that TDA <span style="border: 1px dashed black; padding: 2px;">DPA</span> touches little girls and Axel seemed to nod as if in agreement.			
10 <sup>th</sup> December 2019	During Maths, Axel made a comment about hating Miss Heaton. PA told him to “shut up and stop calling Miss Heaton names, cause she’s sound”. Mrs Whitehead and Mr Baker asked Axel not to refer to staff in such a way. Axel continued repeating his statement. PA again told him to stop it or he would “spark him”. Axel laughed and repeated his statement. Mrs Whitehead asked him to stop and tried to steer the conversation away from ICT and Miss Heaton. Axel continued to antagonise PA, so PA squared up to him and Axel backed off. PA said “I thought so”. Axel then looked at PA and said “What you going to do, I hate Miss Heaton”. PA grabbed Axel and started pulling his jumper, Axel retaliated and grabbed at PA and started kicking him. Mr Baker got between them and Mrs Whitehead escorted PA out of class, to calm down. While Mr Baker escorted Axel towards the opposite side of the classroom.	Education	CPOMS (Page 65)	20
10 <sup>th</sup> December 2019	<p>Axel was in the tech room during lunch talking about racist songs on the internet. Charlotte shouted at JB for singing a racist Youtube song about black people, but JB had changed the lyric "black" to "fat". He was told this wasn't acceptable. Axel then said 'let’s put on songs about Asians *doing accent*, or Chinese, or English songs shall we". Charlotte said let’s not talk about race and eat your dinners.</p> <p>Axel was also saying "Sharon is fat and evil". He shouted about his dinner saying it was burnt and he threw a juice back at Pam Walsh and said "I wanted orange". He was challenged and told not to do this. He walked out of the tech room after previously being told to not walk out to go home as someone has to walk him over to the front. He argued with Charlotte Humphreys saying he has to leave the building at 13:00 and be in the taxi by then and Charlotte Humphreys explained it doesn't take 5 minutes to get into the taxi and we can leave at 12:58 so he has two minutes spare to get in.</p>	Education	CPOMS (Page 65)	20

<p>11<sup>th</sup> December 2019</p>	<p>8.45 - 10am: AM - I (Jane Eccleston) took a call from Avacab Taxis to inform me that the taxi had arrived at AR's address and witnessed him getting into another firms ('All Whites') taxi. I spoke with dad who was unaware that this taxi had been arranged and I informed dad that we didn't arrange for this to happen either. I waited for the 'All Whites' taxi to arrive as I wanted to speak with the driver to establish how he came to bring AR in. The taxi didn't arrive at school with AR so I rang the 'All Whites' taxi firm to ask them where the taxi was, they informed me that due to data protection they couldn't hand over any details of any jobs that they have. Jane Eccleston - Spoke to Mr R (dad). Explained situation re Axel not getting into Avacab taxi and that 'Mark' (Avacab driver) saw Axel get into a white Toyota parked up behind. Dad does not know why he got into a different taxi. I confirmed that we do not know why either, when Avacab was waiting as per usual. Dad has contacted the firm [DPA] [DPA] and they can't reveal who has made the booking but it was made from Axel's phone the previous afternoon. Agreement to keep either party informed if any further information come to light. Avacab contacted to see if reg no of white Toyota could be seen on Mark's dashcam. Decision made to contact police via 101 to alert from school's viewpoint and previous history re risk factor. Ashley Martindale - I rang this through to Lancashire police. Advice given to contact Range High in case he turned up. Jane Eccleston contacted Range High. Jane Eccleston - Father rang back. He has been contacted by Range High as he has arrived there. He was on his way there. Confirmed by Range High that Axel is on the premises. Merseyside police in attendance. Police and headteacher with Axel awaiting father. SLT in a meeting, DSL Mr David Cregeen (direct line [DPA] Range High School Formby) contacted me 5 minutes later and provided the following information; Axel came to the school with a modified hockey stick and knife. He intended to kill a male pupil with the hockey stick and if that if it did not work, use the knife. The individual concerned was absent from school. Instead he assaulted a different pupil. Witnessed by members of staff. Axel was</p>	<p>Education/ Police</p>	<p>CPOMS (Page 63/64)</p>	<p>20</p>
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	<p>arrested for assault and possession of the knife (section 47 assault). There was a lack of emotion from Axel. Father displayed a lack of emotion despite Axel in handcuffs and in the custody of the police. Statements to be taken from staff re what they had witnessed. further information : Mr Cregeen considered that there had been a drastic change in Axel's personality in the months preceding his exclusion. He also said that issues raised with parents about Axel's behaviour had started to indicate that there were issues with his behaviour in a number of classes with different teachers 'not just isolated incidents'. Axel had the view that the 'staff were having a go at him'. I concurred that this was our experience also. Mr Cregeen had determined the concerns to be at level 4 but it was considered by CSC to be at Early Help level. Please find below details of the log numbers given by the police: Lancs Constab. – 20191211 – 0343 (This number has been issued by Lancashire police and also transferred over to Merseyside Police) MerPol. – 20191211 – 0223 (This number has been issued by Merseyside police after The Range High School contacted them)</p>			
11 <sup>th</sup> December 2019	Email confirming that Joanne Hodson had spoken to PC McNamee on 4.12.2019	Education/p olice	Email confirming conversation with PC McNamee	37
11 <sup>th</sup> December 2019	PC Paul Harrison visited school approx. midday. He was aware of the incident and police logs. He confirmed that Axel had been taken to St. Anne's police station in Liverpool. Situation in early stage of assessment as to next steps. He advised that WPEH also aware of the incident and that meeting on Friday would probably not go ahead. I informed him that school needed to be kept informed of the situation and that until we had any further information would not be able to have Axel on the school premises until a full risk assessment. He agreed. School awaits clarification from other agencies. Approx 3pm Dad confirms Axel still in St. Anne's police station awaiting questioning. Jane Eccleston explained Axel unable to come into school pending decisions and assessment re risks. Approx 3.30pm	Education/ Police	CPOMS (Page 64)	20

	<b>Officer B</b> Prevent <b>DPA</b> made contact to ascertain if school up to date with information. Confirmed yes.			
13 <sup>th</sup> December 2019	Phone call from Lucy Parkinson-Early Help to inform that AR and his family have been referred to CSC. The S/W overseeing the C and F assessment is Anna Jameson . Her contact number is <b>DPA</b> and mobile number is <b>DPA</b> Email address is: Anna.Jameson@lancashire.gov.uk The C and F assessment will be delayed due to the Christmas break-Lucy stated that it should be completed by 2nd January-usually takes 10 days. Axel has been released on conditional bail-one of the conditions includes not attending Acorns School . He has had a mental health assessment and he has stated that he had been planning the incident since last Saturday 7th December	Education/ Social Services	CPOMS (Page 63)	20
13 <sup>th</sup> December 2019	CAMHs Adler Hey rang and asked for our address to send forms to. They have been asked to see him urgently by Criminal Justice Mental Health Team	Education/ Mental Health	CPOMS (Page 63)	20
17 <sup>th</sup> December 2019	Joanne Hodson and Jan Lewis attended Strategy Meeting held at Youth Zone, attended by Social Services, Lancashire and Merseyside police, Criminal Justice MH team, school nurse, Prevent, Sefton CAMHs, Range High School. Description of the incident:- Arrested s47 carrying bladed article. Seen on CCTV throwing bag over fence. Then goes through gate and is challenged but takes bag back from teacher. Bag contains knife and modified hockey stick. Target is <b>DPA</b> but he is not in school, assaults <b>DPA</b> 2-3 times. When arrested tells MH team that <b>DPA</b> is his friend and he had no reason to attack him other than he knew he was going to be arrested anyway. Has prepared statement:- Admits going to school Admits assaulting <b>DPA</b> but for no reason Computers, laptop, PS4 and phone seized, will take 3-4 months to analyse. Axel's behaviour was concerning, laughing throughout the interview, not challenged by Mum. Bail conditions:- Not to be within 400 metres of Range High School Not to contact witnesses Not to attend Acorns Sent <b>DPA</b> <b>DPA</b> Instagram messages the day before. David Cregeen from The Range reported that there were no concerns when he first started	Education/ Mental Health/ Social Services/ Police	CPOMS (Page 63)  Email with Strategy meeting invitation list  Strategy meeting notes  Screenshot shared by The Range	20  41  42  43

	<p>school. Last year assaulted a boy after claiming he'd been teasing him. Axel's Dad had raised concerns about [DPA] On 5.10.19 contacted by Childline claiming that Axel had brought knife into school on more than 10 occasions. David Cregeen also shared concerns previously logged about Axel expressed views over MEN bombings. (See screenshot). Next steps:- S/W had carried out initial assessments. No immediate risk to Axel or family but no remorse. S/W believe that parents manage Axel by negotiating with him and appeasing him. On waiting list for ASD team, likely to be brought forward and seen early in the New Year. Sefton CAMHS to carry out an assessment for additional mental health needs. Referral for Forensic CAMHS. Prevent to visit. Joanne Hodson to contact Pupil Access Team re educational provision. Decide not to make s47 referral at this stage. Next meeting 6.1.20</p>			
17 <sup>th</sup> December 2019	<p>Joanne Hodson emailed Pita Oates (AP Manager), Sharon Sanderson (Pupil Access) and Audrey Swann (Virtual School Head) re educational provision for Axel</p>	Education	Email to LCC leads as action from strategy meeting	44
December 2019-March 2020	<p><b>Work sent out every week (Monday) for Axel, collected and posted out by Sharon Murphy, with stamped addressed envelopes. No work returned.</b></p>			
6 <sup>th</sup> January 2020	<p>Joanne Hodson and Jan Lewis attended follow up Strategy Meeting. Attended by social services, Merseyside and Lancashire police. Criminal Justice MH team, Prevent, Range High, Pupil Access and LCC</p> <p>Social services update:- [DPA] Dion states that Axel has extreme views Parents have engaged Parents are managing by negotiating</p> <p>CAMHS Update:- Axel attended appointment on his own. Normal teenager but no eye contact, presents as ASD.</p>	Education/ Mental Health/ Social Services/ Police/ Prevent/ Local Authority	CPOMS (Page 60)	20

	<p>Emotions are extremes (will hate rather than dislike)                  Hockey stick was a retaliation (at this point Criminal Justice MH team pointed out that Axel stated that he liked [DPA] and had no reason to attack him)                  Sense of injustice at home as well                  Doesn't get 1-1 time with Mum and Dad. Lonely.                  No safeguarding concerns re mental health or psychosis                  Needs to be assessed for ASD, on cancellation list.                  Appointment with Forensic CAMHS on 21st Jan.</p> <p>Prevent Update:-</p> <p>Visit and discussion carried out                  Resentment towards brother                  No ideology concerns                  No remorse or regret</p> <p>Police update:-</p> <p>Described CCTV footage of incident as extremely violent. [DPA]                  [DPA] lucky not to have been more seriously injured. Medical reports have been sent off and police are now awaiting CPS charging decision.</p> <p>Education update:-</p> <p>Joanne Hodson reported that work had been sent home. Discussion with Pita Oates, who stated that this is illegal. Joanne Hodson stated that a full Risk Assessment needed to be completed before any other provision could be put in place. Pita Oates queried why a request for statutory assessment/EHCP wasn't in place. Joanne Hodson reported that Axel had only been attending Acorns since October. David Cregeen reported that teachers at The Range had not considered him to have learning needs, their concerns were about his behaviour. However, they had referred him for ASD assessment in August. Joanne Hodson offered to make the RSA, but the meeting decided</p>			
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	<p>that they would pursue a parental request. Pita Oates stated that because of the exceptional circumstances, this would be expedited.</p> <p>S/W agreed to assess whether Axel could be safely tutored at home to start off with, for one hour a day.</p> <p>Joanne Hodson agreed that whilst assessment was being carried out Acorns would write to the family and set out arrangements. Work will be sent out every Friday and will be returned and reviewed on a weekly basis.</p> <p>Meeting decided not to refer under s47.</p> <p>Forensic CAMHS scheduled on 21.1.20. Joanne Hodson invited to attend.</p>			
6 <sup>th</sup> January 2020	Email thread re work being sent out for AR, with attached letter	Education	Email thread 6.1.20 Letter attachment	49 50
21 <sup>st</sup> January 2020	<p>Meeting with Forensic CAMHS attended by</p> <p>John Hicklin Clinical Nurse Specialist FCAMHS</p> <p>Sarah Loughrin CAMHS Criminal Justice</p> <p>Steph Halloran CAMHS Criminal Justice</p> <p>Anna Jameson Social Worker</p> <p>Julie Hamill Family Worker</p> <p>Jo Hodson Deputy Head The Acorns School</p> <p>Apologies sent from Skott Morgan Sefton CAMHS</p>	Education/ Mental Health/ Social Services	CPOMS (Page 61)  Notes of meeting with Forensic CAMHS	20  45
3 <sup>rd</sup> February 2020	Phone call from Lorraine Lenoire Manager of the CME team. AR has been referred by Julie Hamill the family worker who was assisting in the C and F assessment with Anna Jameson the social worker. Jan Lewis gave her an update regarding the incident that led to him being out of Acorns school currently and the strategy meetings that Acorns staff have attended and informed her of the current situation of Axel's placement at Acorns. Jan Lewis informed her that both Lancashire and Merseyside Police have both raised concerns regarding the risk level posed by Axel towards both staff and students in Acorns in the light of the incident that occurred before Christmas	Education/ Local Authority	CPOMS (Page 60)	20

<p>4<sup>th</sup> February 2020</p>	<p>Email discussion about educational provision for AR, with attendance consultant from LCC. Online education suggested as a way forward</p>	<p>Education/ Local Authority</p>	<p>Email thread with Helen Smith 4.2.2020</p>	<p>46</p>
<p>11<sup>th</sup> February 2020</p>	<p>Email invitation to Strategy Meeting on 4<sup>th</sup> March 2020, with invitation list</p>	<p>Education/ Mental Health/ Social Services/ Police</p>	<p>Email invitation with list of attendees</p>	<p>51</p>
<p>11<sup>th</sup> February 2020</p>	<p>Email thread with Julie Hamill asking for details of whether RSA has been made by school and whether a graduated response has been used.</p> <p>Good morning Julie,</p> <p>I hope you are well.</p> <p>As per your enquiry and Jo's response below, I would like to clarify a few things.</p> <p>AR commenced on a timetable with us on 4th November and as you know the incident at Range High occurred on 11th December.</p> <p>Our minutes of the meetings attended by Jo and Jan Lewis reflect this and also a very detailed chronology of AR's short time here was passed on to other professionals involved. Also at one of the meetings, it was suggested by Pita Oates (LCC) that the parent can make a request for statutory assessment for an EHCP however, Jo made it clear that if a parent makes a request the application is usually far from robust and they fail at the first hurdle. Our minutes reflect that you agreed with this.</p>	<p>Education/ Social Services</p>	<p>Email thread with Julie Hamill 11.2.2020</p>	<p>48</p>

	<p>Jo indicated that the school would start to gather evidence but of course this will take a considerable amount of time and as I understand it, there was no indication of SEN at Range apart from concerns about very recent escalating behaviour. As a result, they did a referral to CAMHS in August 2019 for a potential ASC pathway assessment. For an integrated statutory assessment to proceed there needs to be significant evidence especially learning and cognition of which there is scant evidence to date.</p> <p>Thank you for the clarification regarding the risk assessment. However, although school does its own risk assessment for safeguarding purposes at school and at alternative providers - we have no knowledge to date - of any potential risk posed by AR to others and this is what is required to ensure both AR, other children and staff are kept safe.</p> <p>The team are still sending work to AR with instructions and it has been made clear to parents that if AR has any difficulties to contact us and staff will happily assist. Unfortunately no work has been returned in the SAE's provided and no contact has been made. Perhaps you can encourage this as his family worker?</p> <p>Best wishes, <b>Jane</b></p> <p>Remember - be kind to yourself and others</p> <p>Jane Eccleston Headteacher</p>			
25 <sup>th</sup> February 2020	Email thread re C&F assessment and request for information to be included in RSA. Request from school for input into risk assessment.	Education/ Social Services	Email thread about C&F assessment with attachments	53

			AR Child and Family Assessment	52
			AR CATs assessment	16
28 <sup>th</sup> February 2020	Phone call conversation between Jane Eccleston and Alphonse Rudakubana re suitability of work being provided for Axel		Email threat re difficulty of work provided for AR	60
2 <sup>nd</sup> March 2020	Email from Mr and Mrs Rudakubana to S/W re concerns about Axel continuing to attend The Acorns (Presented to the Strategy meeting on 4 <sup>th</sup> March 2020)	Education/ Social Services	Email from Mr and Mrs Rudakubana	47
4 <sup>th</sup> March 2020	Strategy meeting attended by Attended by J Hamill Family Support Worker D Cregeen- DSL The Range High School, Formby S Halloran- CJLT Liverpool (Merseycare) Anna Croll- YOT John Hicklin- Clinical Nurse Specialist F CAMHS Anna Jameson- Social Worker Laura Davidson- Team Leader Early Help Jane Eccleston- Head teacher The Acorns School Joanne Hodson- Deputy Head and SENCO The Acorns School Pita Oates- AP Lead at LCC	Education/ Mental Health/ Social Services/ Police/ Prevent/ Local Authority	CPOMS (Page 58)	20

	<p>Anna J and Julie H chaired the meeting. The opened the meeting by stating that they had completed their C&amp;F assessment. They said that they had been able to take Axel out into the community, that he was not at risk at his home address. Prevent were not going to take any further action and CAMHS had not identified any further mental health issues. They then read out an email from Dad. This was challenged by Mrs Eccleston, Mrs Hodson and Pita Oates. There was a lengthy debate about risk assessment. CFC said they didn't have the capacity and it wasn't their responsibility to do a risk assessment, but it was made clear by education colleagues, supported by Laura Davidson that at this point in time school were unable to put in a comprehensive risk management plan, as the risks have yet to be established. Anna Croll said that indicator for future risk was past behaviour and in these circumstances, Axel presents as a medium to high risk. It was further established that although Axel's needs were being met by parents at home and that there were no safeguarding concerns within the family, it was unclear the level of risk in other environments. Education staff maintained that Axel could not attend the school premises or at an alternative venue with staff until all professionals had completed a multi-agency risk assessment in line with "Working Together to Safeguard Children".</p> <p>Julie H asked whether Axel could be transferred to Shaftesbury. Jane Eccleston said that would be inappropriate "At this point no school would allow Axel on the premises without knowing the risks". Pita Oates supported this by saying "Why would Shaftesbury or any other school have him?" Pita was particularly concerned that YOT considered him to be Medium to High Risk. Julie H said that Request for Statutory Assessment had not yet been made, but SENDIAS would be supporting parents to make the application. Pita Oates expressed concern that this had not already been done.</p> <p>John Hicklin, CNS. Said that he had been updated by Skott Morgan from Sefton CAMHS and that there were no MH issues apart from</p>			
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	<p>possible undiagnosed ASC. It was pointed out by Education staff D Cregeen again that there had</p> <p>been no indicator until the end of year 8 that Axel was experiencing any difficulties in school. In year 9 there was some</p> <p>low level behaviour but father maintained that he was being bullied by staff and by pupils. Acorns staff said that they</p> <p>considered Axel demonstrated some ASC traits from day 1, in admissions. He appeared to be repeating some of the</p> <p>behaviours shown at The Range, such as fixating on individual staff and pupils. Again, father would not accept what</p> <p>school staff were saying. Prior to the incident he had not engaged with school or Early Help regarding concerns.</p> <p>Anna J then said that following their assessment Axel will be dropped to Early Help.</p> <p>Jane Eccleston shared that school would be making a home visit on Friday 6th March. Pita Oates reiterated that school</p> <p>were doing everything that we could.</p>			
<p>5th March 2020</p>	<p>Joanne Hodson spoke after the meeting to Anna Croll, she agreed to speak to her manager to see whether Axel would be able to see</p> <p>a tutor at YOT.</p> <p>Joanne Hodson emailed Anna securely with the school chronology and CPOMs, so that this could be included as part of her risk</p>	<p>Education/ YOT</p>	<p>CPOMS (Page 58)</p>	<p>20</p>

	assessment.			
6 <sup>th</sup> March 2020	<p>Home visit carried out by Jane Eccleston and Joanne Hodson</p> <p>Jo Hodson and Jane Eccleston visited Axel’s home at 11am on Friday 6th March. The following email provides an account of the meeting.</p> <p>Hi all, Just to keep everyone in the loop.</p> <p>Jo and I visited Axel and his parents at home last Friday. It was explained that it was necessary and appropriate under the circumstances to draw up a risk management plan for Axel to return to an educational placement and that the YOT assessment by Anna would assist us. I also explained that it was important for Axel to attempt the work set by teachers. From now on, we are going to send him work online/ electronically and parents are happy for this pending risk assessment. It was explained that at present, remaining on our school roll is the only option available and if parents want Axel to return to a mainstream school, then any school would want to see that Axel had successfully managed his placement here at Acorns and that there were no risks. They appeared to understand this.</p> <p>Dad did comment that Axel is not a risk at home or to himself. However, he further commented that he would be a risk elsewhere, because if someone did something to him, he would do something in</p>	Education/ Local Authority	CPOMS (Page 58)	20

	<p>return. He added that Axel does not understand when to let go, he holds on to things.</p> <p>Parents appeared somewhat confused and unsure about the statutory assessment for an EHCP. The process of applying for statutory assessment was explained and I pointed out that as they were making a parental request, they must complete the necessary documentation. I explained the timescales - if that request is agreed and proceeds -and who would contribute in terms of providing 'advice'. We offered to assist if they required further support after they met with SENDIASS.</p> <p>If there are any further updates available from anyone, please keep us informed.</p> <p>Best wishes,</p> <p>Jane</p> <p>Response by Pita Oates, LCC:</p> <p>Hello Jane,</p> <p>Thank you for the update. It does clarify the position for parents and Axel from the LA perspective and sounds as though it has helped the parents enormously.</p> <p>It is concerning they were unsure of the SEND/IS processes however I'm sure your time and explanation of process has helped them</p>			
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	<p>enormously. SENDIASS will be able to pick up appropriately from this point, I'm sure.</p> <p>I'm just a little confused as I had understood that the FSW would be going through the request for statutory assessment information with the parents. This is somewhat delayed now; however, you have outlined process for the family and Acorns now have a plan in terms of provision of education.</p> <p>I would ask that this is put in a letter to the parents and the provision is reviewed regularly and in line with the Asset Assessment work being completed by YOT. This work will be lengthy but will inform partners in terms of the needs and plans moving forward for Axel.</p> <p>Anna - Please could I ask that we have minutes from the meeting held last week. I didn't receive anything from the</p> <p>January meeting.</p> <p>Kind regards,</p> <p>Pita.</p> <p>A letter will be sent to parents anyway, to confirm arrangements for completing work</p>			
<p>6th March 2020</p>	<p>Email thread re work for AR following home visit. Responding to needs identified during the visit</p>	<p>Education</p>	<p>Email thread re work to be set for AR following home visit</p>	<p>59</p>
<p>11<sup>th</sup> March 2020</p>	<p>Email sent 11/3/20 by Jane Eccleston Dear Alphonse and Laetitia, It was good to see you both and Axel on Friday. A quick email to confirm our discussion and to explain how Axel can complete his work electronically/ online for the time being.</p>	<p>Education</p>	<p>CPOMS (Page 58)  Email thread of work and instructions for</p>	<p>20  54</p>

	<p>We all agreed that Axel will complete Maths, English and Science work. Please print out or forward this email to Axel.</p> <p>We have provided him with a Microsoft 365 Email and 'OneDrive' Account. User: [DPA] Password: [DPA] can change his password.</p> <p>As discussed, until the YOT assessments by Anna Croll get underway to assess risk, we will aim to provide work this way as Axel does not want to complete the work sent to him by post. If he has decided to do any of that since we met, then please return it to us in the stamped addressed envelopes provided over recent weeks. Also as discussed, if you want some assistance regarding the application for an EHCP assessment please let me know.</p> <p>Instructions for Axel to do the work: Maths - <a href="http://www.mymaths.co.uk/">http://www.mymaths.co.uk/</a> Log in acorns then ormskirk. ****'s own user name is [DPA] password is [DPA] Mrs Hodson has set tasks for him. Any problems Axel can email Mrs Hodson on: <a href="mailto:j.hodson@westlancspcss.lancs.sch.uk">j.hodson@westlancspcss.lancs.sch.uk</a></p> <p>Science - <a href="https://www.bbc.co.uk/bitesize/levels/z4kw2hv">https://www.bbc.co.uk/bitesize/levels/z4kw2hv</a> ****, Log onto BBC Bitesize KS3. Then choose Physics from the subjects. Page 59 of 71 Start with Energy, work through all the topics in energy, watch the videos, read the information and complete the quizzes. Once you have completed Energy, move on to the next topic, which is Forces and Movement. Complete all the remaining topics in Physics before you move on to Chemistry. This is work you would do in mainstream as revision ready for Y9 exams. Thank you Mrs Low. <a href="mailto:d.low@westlancspcss.lancs.sch.uk">d.low@westlancspcss.lancs.sch.uk</a></p> <p>English ****, a document has been shared on 'OneDrive' for you to complete in as much detail as possible. You must log in to the account</p>		<p>AR 11.03.2020 to 12.05.2020</p>	
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	<p>as indicated at the top of this email and also here: User: <input type="text" value="DPA"/> Password: <input type="text" value="DPA"/></p> <p>The document has been shared with your dad also. You must also keep up with your reading. Please go to this website to develop your knowledge about reading and understanding different types of texts. Thankyou, Miss Evans (s.evans@westlancspcss.lancs.sch.uk) <a href="https://www.bbc.co.uk/teach/skillswise/reading/zn4twty">https://www.bbc.co.uk/teach/skillswise/reading/zn4twty</a></p> <p>Best wishes, Jane</p>			
12 <sup>th</sup> March 2020	<p>Response received 12/3/20: Alphonse Rudakubana Thu 12/03/2020 09:48 Mrs Eccleston; Mrs Hodson; Mrs Low; Miss Evans</p> <p>Dear Mrs Eccleston, Both your emails have been received. Thank you for your visit and understanding. We are grateful that you found time in your busy schedule to come and see Axel. Kind regards, Alphonse &amp; Laetitia</p>	Education	CPOMS (Page 59)	20
16 <sup>th</sup> March 2020	<p>Letter sent out by Kelly Hayes from the Local Authority SEND Team, agreement to assess for EHCP</p>	Local Authority	EHCP Letter 1	61
18 <sup>th</sup> March 2020	<p>Closure of school (Covid lockdown) communicated to LCC</p> <p>Separate email communication to Alphonse Rudakubana</p>	Education	<p>Email thread 18.03.2020</p> <p>Email to Alphonse 18.03.2020</p>	<p>55</p> <p>56</p>
14 <sup>th</sup> April 2020	<p>Email thread to show discussion re risk assessment for covid as Axel is a vulnerable learner.</p> <p>Email to Anna Croll YOT and Laura Davidson CFW from JH: Good afternoon, I am carrying out a risk assessment for our vulnerable learners. I am attaching the log of contact made by our DSL, Carol Rooney over the last couple of weeks. I am concerned that apart from an initial phone call and a text back from parents to say "Happy Easter" there has been minimal contact with the family. Have either of you had any contact since the lockdown began?</p>	Education/ Local Authority/ YOT/ Social Services	<p>AR Attendance and Safeguarding Log</p> <p>Email thread re Covid risk assessment for AR</p>	<p>58</p> <p>57</p>

	<p>Thank you</p> <p>Colleagues in other agencies are able to confirm contact even though school have not been able to do so. Risk assessment then provided to local authority SEND team</p>			
17 <sup>th</sup> April 2020	<p>Letter received from Kelly Hayes at LCC SEND agreeing that Axel will benefit from an EHCP needs assessment</p>	Education/ Local Authority	EHC Letter 3 Email thread re agreement to assess Primary and secondary EHC advice form AR 1	62 63 64
29 <sup>th</sup> April 2020	<p>Email query with Andrea Fontaine, CFW whether Axel has access to suitable ICT</p>	Education/ Social services	Email thread re ICT for vulnerable learners	65
1 <sup>st</sup> May 2020	<p>Update for LCC Lead: The situation regarding Axel Rudakubana is that we are providing work online and on paper. Axel has completed some of it. We make regular welfare phone calls, although often parents do not return our calls. Our last contact was on 27.4.20. There has been no reply to our other calls this week.</p> <p>He is supported by Andrea Fontaine from CFW, she has been unable to make contact this week.</p> <p>Axel is supposed to have one phone call a week with Anna Croll from YOT. Dad did not answer her calls last week, so he is in breach of his YOT order. Anna is pursuing this.</p> <p>As you might recall, before lockdown Anna Croll was carrying out a risk assessment on behalf of all agencies to decide what the next steps for Axel's education might be. As yet this has not been received.</p> <p>His request for statutory assessment was accepted and Axel is under assessment for an EHCP.</p>	Education/ Social Services/ YOT/ Local Authority	Email update on AR to LCC lead 01.05.2020	66

	If you require any further information, please let me know.			
13 <sup>th</sup> May 2020	Email thread with Alphonse and Axel's teachers about reasons why Axel is refusing to do any work. Forwarded onto Anna Croll at YOT	Education/ YOT	Email thread 13.05.2020 re Axel refusing to work	67
14 <sup>th</sup> May 2020	<p>Email from Anna Croll, YOT</p> <p>Hi all,</p> <p>Apologies for the delay in replying to everyone since my leave. I did have a conversation with both Axel and Alphonse earlier in the week. Alphonse is struggling to get Axel to do the work stating Axel would rather watch TV and videos on youtube. Alphonse asked me to encourage Axel to complete his work.</p> <p>I spoke to Axel and informed him he needed to do his school work. Axel stated he didn't want to do the work as it was boring and too easy. I informed him that if he did not prove he could do the work school wouldn't give him harder work. He also stated it was repetitive but I emphasised the point from your last email that this was so that Axel would remember the work. We discussed that Axel may be more inclined to do the work if he had something to aim for (eg. Three worksheets per day, complete tasks on a certain topic etc). I stated I would raise this at the meeting however, I do note from your previous email that Axel is given work without a set time frame to allow him to complete this at his own rate as he requested.</p> <p>I told Axel he needs to complete his work as if he does go back into a classroom he doesn't want to be behind his peers. By completing the work he is showing that he is willing to work with school whereas if he doesn't it's like he isn't bothered. If Axel wants to get back into school he needs to show he is willing to work. Axel appeared to</p>	Education/ YOT/ Social Services/ Educational Psychologist	Email thread with YOT about Axel refusing to work and risk assessment	68

	<p>acknowledge most of my points and he said he would try and do some work.</p> <p>I have completed Axel's Assetplus which is the Youth Offending team's assessment tool. I note a previous email stated that I was completing a risk assessment to be used by all agencies. This was not agreed. It was agreed that I would complete our assessment tool and the conclusions would be shared with agencies. I have agreed with my manager that I can share a summary of our assessment. As mentioned in the meeting this will not cover risks specific to any environment. It covers my assessment of Axel's risk of reoffending, risk of serious harm to others and the risks to his safety and wellbeing. I will endeavour to share this before the meeting next week.</p> <p>Please contact me should you have any questions.</p> <p>Kind Regards,</p> <p>Anna</p>			
14 <sup>th</sup> May 2020	Email thread about possibility of funded specialist teaching for Axel	Education/ Local Authority/ YOT	Email thread Ruth Glynn 1 14.05.2020	69
18 <sup>th</sup> May 2020	Email follow up to funded specialist teaching support. Remained unanswered and unresolved, Decision made by Joanne Hodson to fund from school budget, moving rota round and using existing staff.	Education/ Local Authority/ YOT	Email thread Ruth Glynn 2 18.05.2020	70
19 <sup>th</sup> May 2020	Joanne Hodson spoke to Janet Ramsay, Educational Psychologist at length on the morning of 19.05.20. Agreed that Axel's main needs were social communication and that work would need to be done on being able to disagree with staff and peers without unintended consequences, and what appropriate responses are to things that	Education/ Local Authority/ Educational Psychologist	Educational Psychology Report dated 27.05.2020  CPOMS (Page 54)	71   20

	<p>annoy him. Agreed that Axel is unlikely to be able to attend mainstream school. Joanne Hodson said that we would do what we could whilst he was with us, but we would not be able to meet his needs long term.</p>			
19 <sup>th</sup> May 2020	<p>Joanne Hodson attended Skype TAF meeting at 1pm. Andrea Fontaine CFW, Anna Croll YOT, Janet Ramsay Ed Psych (observer), Joanne Hodson Acorns, Alphonse Rudakubana (parent). Minutes will be supplied by Andrea Fontaine, to follow.</p> <p>Andrea Fontaine opened meeting said role of CFW was to support Axel with education and social isolation. Said that Axel was struggling with work at home and referred to recent emails from Dad saying that Axel would not do schoolwork unless he was in school. Joanne Hodson was asked to give an update.</p> <p>Joanne Hodson explained the situation for all schools, with announcement of way forward expected on 28th May. Said that Acorns were carrying out risk assessments of the buildings and pupils, planning for some students to come back into school, once this was possible. Under these arrangements Acorns would like Axel to be seen by a specialist teacher on a 1-1 basis.</p> <p>Alphonse Rudakubana then stated that he did not want Axel to be at the Acorns, was there any way that he could be moved as soon as possible to Mainstream? When can this happen? Axel is concerned over the level of monitoring at The Acorns. He is annoyed by it and Dad doesn't know how he will respond. It agitates him and his reaction is not the Axel we know at home.</p>	Education/ YOT/ Social Services/ Educational Psychologist	CPOMS (Page 54)  Meeting Outcomes 19 <sup>th</sup> May 2020 Axel Rudakubana 13 years	20

	<p>Joanne Hodson explained that Axel has not been to school since before Christmas and has not engaged with any of the work or support provided. The return to school 1-1 with a specialist teacher is a way of assessing risk and taking the first steps towards getting Axel back into education. There is no question of Axel returning to mainstream whilst this process is going on and whilst the EHCP assessment is being carried out. Janet Ramsay said that a decision would be expected by the end of July. Joanne Hodson agreed to feedback to the SENDO leading the EHCP process our risk assessments by the end of summer term.</p> <p>Joanne Hodson said that by the end of summer the next steps for September would be decided. Joanne Hodson also explained that it would not be a full timetable but would be for one hour a day. Alphonse Rudakubana asked for more hours, Joanne Hodson said this was not possible and that no pupils would be on a full timetable because of COVID 19.</p> <p>Alphonse Rudakubana said that the breach (incident) last time was because of a fight at Acorns. Joanne Hodson interjected and said there had not been a fight, just some pushing and shoving because Axel had been saying nasty things about the IT teacher and one of the other kids had objected. That did not cause Axel to behave the way he did.</p>			
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	<p>Alphonse Rudakubana responded that the pupils at The Acorns all had learning difficulties, Axel needs to have routine and learning, Joanne Hodson explained that our pupils did not have learning difficulties, they were all here for different reasons, including Axel. JH said there was no question of Axel joining a class with his peers at this stage, until we know the risks.</p> <p>Alphonse Rudakubana stated that Axel is a good boy, very shy. It takes him a long time before he can trust people and be friends with them. He is a very good child, very respectable. But "if you do something to me, I do something to you harder". Alphonse Rudakubana agreed that Axel needs help learning that this is not an appropriate response. AR said that **** can be immoveable, once he's made his mind up, that's it.</p> <p>Alphonse Rudakubana then talked about how Axel likes to learn interactively. The way he learns is not what we do at The Acorns. It was explained that the specialist teacher would be able to provide personalised learning. Joanne Hodson said that Axel would be studying towards his GCSEs from September, Alphonse Rudakubana said he would still prefer Axel to be at mainstream supported by a TA.</p> <p>Anna then shared the work they had been doing from YOT. No work has been able to be done around consequences. She will share summary of asset tool- Medium Risk of further serious harm but because of lockdown imminence isn't there. The risk will change once back at school, especially If he identifies another pupil. There was</p>			
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	<p>then a discussion about Axel needing work about what was an appropriate response. Alphonse Rudakubana said that the reason he carried a knife is because he was frightened. AC explained why carrying a knife was still not an appropriate response. AR did not seem to grasp this.</p> <p>Andrea Fontaine and Joanne Hodson then discussed whether Andrea could come into school to do some work with Axel. She said that she would explore this with her managers.</p>			
<p>20<sup>th</sup> May 2020</p>	<p>Good morning,</p> <p>I need to share my concerns with you following the TAF meeting yesterday for Axel Rudakuba, and I would appreciate your input as fellow professionals.</p> <ul style="list-style-type: none"> <li>• Neither Dad nor Axel seem to have moved on in their thinking in the 6 months since the incident.</li> <li>• Dad seems to be of the opinion that Axel carried out the attack because of events at The Acorns, specifically the "fight" that he continues to refer to.</li> <li>• Dad stated that Axel is concerned over the level of monitoring at The Acorns. Axel is annoyed by it and Dad doesn't know how he will respond. "It agitates him and his reaction is not the Axel we know at home".</li> <li>• Dad does not see any value in any of the work we do at The Acorns, he seems to think our pupils all have learning difficulties. He does not accept that Axel is with us for a specific reason.</li> <li>• He is of the opinion that Axel needs to be at a mainstream school supported by a TA. I did state in the meeting that Axel would not be able to go to a mainstream in the immediate future, but I'm not sure whether Dad accepts this, as he repeated the request later in the meeting.</li> </ul>	<p>Education/ YOT/ Social Services/ Local Authority/ Educational Psychologist</p>	<p>CPOMS (Page 55)</p> <p>Email thread sharing concerns with professional following TAF meeting, with responses</p>	<p>20</p> <p>73</p>

	<ul style="list-style-type: none"> <li>• Dad seems to perceive that Axel is the victim rather than the perpetrator. He excuses his behaviour, even excusing him carrying a knife "because he was frightened". Anna did point out that this was still not an appropriate response, but Dad did not seem to accept this and seeks to deflect blame.</li> <li>• Dad stated that he is "A very good child, very respectable, but "If you do something to me, I do something to you harder"". Dad agreed that Axel needs help in learning that this is not an appropriate response, but then stated that Axel can be immovable and once he's made his mind up that's it. This concerns me as potentially any work we do with Axel might be undermined by Dad.</li> <li>• So far we have had complete non compliance with school work provided. Dad expressed his concerns that The Acorns do not teach Axel in the way he likes to learn, which again is deflection as he has been offered a lot of support, including daily phone calls and emails and individual support from senior teachers via Microsoft Teams.</li> <li>• Anna discussed that YOT considered that there was medium risk of serious harm but because of lockdown imminence wasn't there. If we do bring Axel back in 1-1 with a specialist teacher, we will then have opportunity and imminence.</li> </ul> <p>In view of the meeting yesterday, I feel that Axel poses to us all as a school has increased rather than reduced. I have a duty to both staff and pupils in raising my concerns with you.</p> <p>Can you let me know your thoughts, please?</p>			
20 <sup>th</sup> May 2020	Responses received from other professionals do not support the concern that risk has increased. Anna Croll, YOT shares her risk assessment completed on AssetPlus	Education/ YOT/ Social Services/ Local Authority/	CPOMS (Page 55/56)  Email thread sharing concerns with professional following	20  73

		Educational Psychologist	TAF meeting, with responses	
2 <sup>nd</sup> June 2020	Information shared with High Support staff team to support Axel's return to school. Includes fact that there will be two adults in the room.	Education	Email with information to support Axel's return to school EHC Letter 3 Primary and secondary EHC advice form AR 1 Zip File containing: Strategy Meeting Notes C&F Assessment AR CATS Teachers AR Email 05.03.2020 Staff Chronology CPOMs to date Lancashire Concern Form (Prevent) EHCP Letter 1 One Page Profile Notes from meeting with Forensic CAMHs AR SEW Assessment	74  62  64  42  52 16 47 21 20 40  61 15 45  12
3 <sup>rd</sup> June 2020	Carol Rooney has spoken to dad regarding Axel attending school, when the school re-opens, dad has said he does not want to risk sending his son to school at present	Education	CPOMS (Page 53)	20
9 <sup>th</sup> June 2020	Good afternoon,	Education/ Social Services	Email thread sharing concerns with professional following	73

	<p>Thank you for the update. I have spoken to Alphonse who has explained the difficulty he would have getting Axel to school as I believe transport would not be provided, is that correct?</p> <p>Please can you advise what the plan would be moving if Axel does not return to school, will things continue as they are for the time being and then pick back up in September?</p> <p>Kind Regards</p> <p><b>Andrea Fontaine</b> Key Worker</p>		<p>TAF meeting, with responses</p>	
<p>9<sup>th</sup> June 2020</p>	<p>Good afternoon,</p> <p>We have asked all our parents to bring pupils in themselves, if possible, because of the need for social distancing. If this is the only barrier to Axel returning to school we can look at this again. There would have to be a risk assessment carried out by LCC transport first.</p> <p>We have offered Axel 1-1 with a specialist teacher in school, in the first instance. This would need to happen and be successful before we would be able to offer anything else. It's all about a graduated approach and assessing at every step of the way.</p> <p>If Axel and his family choose not to take up this offer, he will be taught via the virtual team, that is the only other option that he has. So far he has chosen not to engage with this.</p> <p>I'm not sure what you mean by "pick back up in September". We are likely to be continuing with the current model in September of a campus team and a virtual team. We would not be able to consider putting Axel into a classroom with other children until he has engaged</p>	<p>Education/ Social Services</p>	<p>Email thread sharing concerns with professional following TAF meeting, with responses</p>	<p>73</p>

	<p>with 1-1 teaching and we have been able to assess his response to this.</p> <p>Thank you</p> <p>Joanne Hodson Deputy Headteacher and SENCO</p>			
9 <sup>th</sup> June 2020	<p>Hi</p> <p>I don't think the transport was the only barrier but I know it was the main issue due to the distance and Alphonse being unable to leave</p> <p style="border: 1px dashed black; padding: 2px; display: inline-block;">DPA</p> <p>I apologise if my language wasn't clear, I simply meant would the offer for Axel to attend school with 1:1 still be available in September should he not return this half term.</p> <p>If Axel does not return to school this half term, that leaves little by the way of a role for our service at present. Once we are able to resume face to face support or Axel returns to school (whichever is sooner) we could look at reopening the family to CFW service.</p> <p>Kind Regards</p> <p>Andrea Fontaine Key Worker</p>	Education/ Social Services	Email thread sharing concerns with professional following TAF meeting, with responses	73
9 <sup>th</sup> June 2020	<p>Good afternoon Andrea,</p> <p>I think it's important to share that school has had quite a few issues in engaging with the family, despite efforts put in over the months. In view of your email below indicating that it 'leaves little by the way of a role for our service at present,' I'm a bit concerned that if CFW isn't</p>	Education/ Social Services	CPOMS (Page 51)  Email thread sharing concerns with professional following	20  73

	<p>involved over the summer - when schools will not be in the position to make any provision for students - we will find it more challenging to reach Axel in September if he does not return soon.</p> <p>My understanding of <b>working together to safeguard children 2018</b> with regard to early help services such as LCC CFW service, is that services should improve family functioning and build the family's own capability to solve problems. We are happy to work with you on this and you appear to be having more success than school. It would help us if you could continue to work directly with Axel over the summer?</p> <p>We feel the family need more support so that they do engage and trust us and he will eventually re-engage with some learning. Also there is a real need for services to work closer together during these unprecedented times</p> <p>We have made substantial efforts to engage Axel and indeed parents, to support him. However, they appear to be putting up barriers. We have tried various methods to provide learning for Axel and methods for contact to be maintained between him and specific staff. He won't engage with any of the learning.</p> <p>We can provide 1-1 teaching on site as described by Jo. We could have him taxied in and that is being looked at. We don't know of any other barrier? You appear to suggest there may be others?</p> <p>Today, colleagues went to the home to visit and asked parents to read and sign our reviewed Home School Agreement and behaviour policy, which is something we have to do as part of our risk assessment process advised by both the DfE and LCC. This is the case for all of our pupils and future admissions. I have learned that dad would not sign this today. This in itself is not a concern as I understand he may want to peruse it thoroughly, but I suspect he will not return it to us or may refuse. It's really essential our families</p>		<p>TAF meeting, with responses</p>	
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	<p>understand why this is important at this time and all parents have been supportive. Is there a possibility that you could support with this?</p> <p>The picture for September is not clear for any school but the 1-1 teaching is in place. However, it is necessary that the family get the message from other services to consider Axel re-engaging as soon as possible.</p> <p>I welcome your thoughts in relation to this email. Best wishes, <b>Jane</b></p>			
10 <sup>th</sup> June 2020	<p>Good afternoon Jane,</p> <p>I have also struggled with engagement at times, however, more recently I have been able to maintain contact with Alphonse.</p> <p>There was no direct work with Axel specified when the case stepped down from Social Care, however it was identified that Axel would benefit from some work around social interaction and appropriate responses to support him when he returns to school.</p> <p>As discussed in the last TAF meeting (TAF notes attached), Axel is struggling to engage over the telephone and video call. It was discussed and agreed that for Axel to benefit from the work this would need to be carried out face to face, and that we would try to find a way to facilitate such work should Axel return to school this term, which we now know is not the case.</p> <p>I have encouraged Alphonse to allow Axel to return to school earlier, and I have informed him that Axel's transport is being looked into. Alphonse said he made the decision following a conversation with school and as he was given the option to wait until September he has</p>	Education/ Social Services	CPOMS (Page 51)  Email thread sharing concerns with professional following TAF meeting, with responses	20  73

	<p>chosen to take it. As a consensual service, if neither Alphonse or Axel want to engage with us until face to face support is an option then that is their choice to make. There are no safeguarding concerns I am aware of that would override the need for consent.</p> <p>We will refer Axel onto a transition zoom group supporting children in returning to school, in which Axel can interact as much or as little as he chooses, so for his own comfort, he could just listen. We will maintain intermittent contact with the family during these difficult times, with a view to reopen once Axel is returning to school, as this would be the most beneficial time to complete the work with him. In addition to this The Youth Offending Team will be maintaining regular contact with the family and Axel as per his court order, so there will continue to be professional oversight for the family over the summer weeks.</p> <p>In regards to the Home School Agreement, Alphonse did contact me as he could not decipher from the text message what the form was, and thought this form was for him to sign Axel out of school for home education. He did not have a copy of the form to send me so that I could see what it was and reassure him, so I suggested he take his time to read it and understand it before signing it. Alphonse has since said he has got the form and will return it by post.</p> <p>If there is a change of circumstance and Axel returns to school this term then we will of course happily stay involved to support him, providing both Alphonse and Axel consent and engage with our service.</p> <p>My manager Sharon Barrett is aware of the case and is happy to have a discussion with you about this if you so wish.</p> <p>Kind Regards</p>			
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	Andrea Fontaine Key Worker			
19 <sup>th</sup> June 2020	Carol Rooney has called the home and left messages 17-18/ 6/20 asking for a return call there have not been any. Carol Rooney has called 19/6/20 spoken with Dad. Carol Rooney has asked Dad if he has returned the Home School Agreement? Dad said he has not he will do that today so we will have them for Tuesday. Dad has asked Carol Rooney not to ring Mum's mobile as she is in work only contact the home through Dad's mobile.	Education	CPOMS (Page 51)	20
1 <sup>st</sup> July 2020	Dad phoned asking to speak to Joanne Hodson regarding Axel's learning. He was concerned that Axel had been given a timetable for Virtual School and asked whether it was compulsory. Dad explained that Axel was very nervous and anxious about logging on, was out of his comfort zone. Joanne Hodson explained that because we had offered Axel a timetable in school (which had been refused because of COVID concerns) the Virtual School was now being offered. Joanne Hodson explained that he wouldn't have to appear on camera but could join with audio only. Dad then said that he would like Axel to come into school if a taxi could be provided, because of the difficulties of leaving Dion on his own or having to bring him along. Joanne Hodson said that this could be arranged, Dad then said he had concerns about the safety and cleanliness of the taxis because of COVID. He stated that neither of the options are ideal. Dad decided to discuss with family and will let us know if Axel would be coming in this term, or would wait until September. He asked for another password for Axel, to see if he would attempt to log on. Joanne Hodson agreed with Dad that we would continue to make 2 or 3 welfare calls every week.	Education	CPOMS (Page 49)	20
1 <sup>st</sup> July 2020	Carol Rooney has spoken with dad and explained that there will be a further call from Miss Evans to explain how virtual school works. Carol Rooney has sent an email to Miss Heaton to re-set the password for Axel to access his emails. Carol Rooney has told dad that the welfare calls will stay in place till Axel has engaged.	Education	CPOMS (Page 49)	20

1 <sup>st</sup> July 2020	Email thread with Alphonse agreeing that Axel can come back into school and setting up the arrangements to do so.	Education	Email thread with Alphonse 01.07.2020	75
2 <sup>nd</sup> July 2020	<p>Good morning, I have changed staff rotas so that Mrs Allred is available to teach Axel from Monday 6th July. She is a very experienced Specialist Teacher and I have briefed her that Axel is very academically able and will require work that stretches him. Mrs Allred will be teaching him Maths and English to start off with, whilst he gets used to coming back into school. The school has been set up to be COVID secure. When Axel arrives he will be required to use hand sanitiser before he comes through the front door. Axel will then be wanded by a member of staff and hand his phone in. Axel will then enter the building and will wash his hands in the handwashing station. He will then be taught in Room 1 (downstairs classroom) by Mrs Allred, keeping to social distancing requirements at all times. Mrs Lewis will also be working in the room. We are aware that Axel will be nervous and apprehensive about coming back to school, so we would like you to be close by and easily contactable, just in case we feel that we need to end the session early. Hopefully this won't be the case. We are looking forward to seeing Axel on Monday, if you have any questions in the meantime, please ask.</p>	Education	Email thread with Alphonse 01.07.2020	75
3 <sup>rd</sup> July 2020	<p>Good afternoon Mrs Hodson, I don't know if two teachers in the room are necessary especially that Axel can easily get nervous. Why will Mrs Lewis be working in the room? Is it to monitor Axel? If not, can he just be alone with his tutor please?</p> <p>It is normal practice in our school to have two adults in the rom. This is to safeguard both staff and pupils. Mrs Allred does not know Axel and he has never met her before, so I do feel that it is necessary. Mrs Lewis won't be directly working with Axel, or monitoring what he is saying. She will be working on a computer at the other side of the</p>	Education	Email thread with Alphonse 01.07.2020	75

	room. I thought it better to let Axel know that she would be there, so he was not surprised on the day.			
6 <sup>th</sup> July 2020	Email from Maggie Allred re Positive handling plan for AR	Education	Email thread re positive handling with attachment  Positive Handling Plan	76  77
8 <sup>th</sup> July 2020	Maggie Allred spoke with John Fitzpatrick Axel's new YOT worker/Social Worker. He is visiting Axel today and hasn't met Axel or his family yet. He said he will let them know he will contact us so family know we are working together. John said he has not managed to do any work with Axel as due to his needs intervention would not work over the phone and it needs to be face to face. John said there are no new events that change the current risk assessment from YOT and he will let us know if there are any changes. MA asked John to let the school know if Axel or the family have any concerns about the school provision to ensure we manage his provision successfully.	Education/ YOT	CPOMS (Page 49)	20
8 <sup>th</sup> July 2020	Hi Maggie, I saw Axel. Unfortunately, I did not see his dad. I asked Axel if I could see him, but he said that he was upstairs and busy. Axel confirmed that he was going to The Acorns School this afternoon. I told him that I would ring school to let them know that it is me and not Anna that is now working with him. He was ok with this.  Maggie Allred replied 8.7.20 he seemed unsettled today.	Education/ YOT	CPOMS (Page 49)	20
9 <sup>th</sup> July 2020	Yes, do pass on my email address. I think the fact that possible Aspergers is the key factor in his offending means this diagnosis could be really beneficial. I think now is the time to move on this whilst YOT and criminal justice system are involved as otherwise I don't think it will happen. I spoke with our SENCO Mrs Hodson about how we work together. I am glad for the sake of transparency the family are aware	Education/ YOT	CPOMS (Page 49)	20

	<p>you're in touch with school. As discussed before a multiagency approach often increases safety. However, it can go the other way...as I said yesterday, he was unsettled -standing up and tapping the table. He was very polite with me and did his work, but he also seemed anxious. Today he was sick on the way in (dad rang to tell us) so he didn't come in. We have told dad he is allowed back on Monday (in case it is a bug). We think it is possibly anxiety. So in light of this I shall keep all contact with yourselves and CAMHS strictly confidential and for the sake of our safety in school (i.e if Axel believes he is being monitored his behaviour may escalate) I am his teacher and I will defer to Mrs Hodson as the one dealing with CAMHS/YOT if Axel or the family ask -I just teach him. I am happy to keep a professional only approach in this situation as the risk is potentially so high. I do need to be involved as I need to discuss good strategies moving forward to support him. I hope this is okay for the moment?</p>			
15 <sup>th</sup> July 2020	Email thread with school information request from Alder Hey to support ASD diagnosis	Education/ Mental Health	Email thread of school information request	78
16 <sup>th</sup> July 2020	Information requested supplied to Alder Hey, along with Staff Chronology and Educational Psychologist Report	Education/ Mental Heath	<p>Educational Psychology Report</p> <p>School Information Report</p> <p>16.07.2020 Email to ASD team with school information</p> <p>Staff Chronology</p>	<p>71</p> <p>88</p> <p>87</p> <p>21</p>

<p>4<sup>th</sup> August 2020</p>	<p>Final EHCP issued</p>	<p>Education/ Local Authority</p>	<p>Final EHCP Plan AR Funding Form AR</p>	<p>144 145</p>
<p>8<sup>th</sup> September 2020</p>	<p>Axel Rudakubana is currently on a 1-1 timetable with us. I believe you are now his YOT Social Worker.</p> <p>Can you confirm that he is engaging with you and that you have completed work with him on consequences and remorse, via social stories?</p> <p>Hello. Sorry for the delay in the reply. Yes, I have been seeing AR at home. He has completed sessions on anger management, victim awareness and consequential thinking. He has engaged well on these sessions.</p> <p>Thank you for your reply. Axel has been coming into school for 1-1 sessions. We are hoping to move him into classes with his peers, let us know if you have any concerns about this.</p> <p>Hi, No I would have no concerns at this time. Axel has advised that prior to the offence he was being bullied and that he had advised staff of this but he did not feel that anything had been done. In the sessions completed with Axel he has stated that he would not act the same way in the future.</p> <p>Please let me know if you require any further information.</p>	<p>Education/ YOT</p>	<p>Email thread with YOT re risk assessment for AR to rejoin classes</p>	<p>79</p>
<p>15<sup>th</sup> September 2020</p>	<p>Axel has requested that he no longer wants to see his YOT worker in school</p>	<p>Education/ YOT</p>	<p>Email thread re AR and John from YOT</p>	<p>80</p>

28 <sup>th</sup> September 2020	School closed for 14 days due to Covid Outbreak. Virtual timetable put in place for all pupils.	Education	Email thread to governors 01.10.2020  Email thread to staff re school closure  Letter to parents and carers 28.09.2020 re school closure	81  82  83
1 <sup>st</sup> October 2020	Email sent to AR with work set during lockdown	Education	Email from MA to AR setting work during lockdown	84
5 <sup>th</sup> October 2020	Email thread about welfare calls during lockdown, stating that AR has not logged on	Education	Email thread about welfare calls during lockdown	85
9 <sup>th</sup> October 2020	Email thread discussing Axel coming back into school and the need to staff 2:1 when there are staff absences/ need to distance	Education	9.10.2020 Email thread about AR and rooms/risk when back in school	89
12 <sup>th</sup> October 2020	Mrs Allred rang dad to explain she wouldn't be in school tomorrow so will ring to set work. Dad said that it is very difficult as he is now refusing to work at home. Mrs Allred said she understood and didn't want there to be an argument so will pick up work when he returns. (due to risk of confrontation and erosion of relationships (see Risk Assessment and Positive Plan) safer to re-start work and address these issues with Axel when he is back in school). Dad talked about provision and said that Axel really likes you (Mrs Allred) and that due to Axel's "neurological issues" it's not worth pushing the work at home at this point. Dad recounted at Axel's last school Axel would concentrate on his homework at home and appear to be working hard and Axel would then say he had finished. It is only when Dad went into school they said that in regards to English Comprehension	Education/ YOT	CPOMS (Page 48)	20

	<p>Axel wasn't finishing the homework. Mrs Allred thanked dad for the useful feedback and explained that Axel is being taught through personalised learning which is where we build on successes and address challenges and work out Axel's learning style which can then be shared with other professionals such as college teachers. Mrs Allred said this relies on all of us working together to work out the best way forward. Dad made no negative comments about provision during the discussion and seemed happy with all issues shared.</p>			
<p>14<sup>th</sup> October 2020</p>	<p>Update on Axel:</p> <p>Axel has consistently shown enthusiasm and determination towards his work. He is keen to learn and his father says that he "likes me" and we have agreed (Dad and I) that he has a good relationship with me as his teacher. He has not achieved as well when he has needed to do work at home and usually doesn't complete it (when school was closed or he was not attending school last year). Axel and I have discussed this and we agree it is because he likes to ask questions before completing a task so it makes sense. He has recently agreed however to complete online quizzes at home in the event he may need to in future (due to Covid).</p> <p>Axel seems to be very precise in his thinking and feeling- there seems to be no grey areas for him. For this reason he seems to respond very well to an ASC style of teaching that uses very specific instructions and literal language to explain tasks, content and behaviour expectations. He is very frank and forward and has no problems cross examining any issue that arises in the learning. This is part of his learning style and it is very important that staff who teach him understand this is not intended to undermine; rather his need to develop trust and clarity in his relationships and the tasks presented to him.</p>	<p>Education/ Social Services</p>	<p>Email thread with update for CFW on Axel</p>	<p>86</p>

	Regarding working with the family; understandably they also need to develop trust with a school as they want the best for their son and he is academically very able in specific areas. They want to know he is being stretched. This is an ongoing process of regular discussions by myself, Mrs Hodson (SENCO) and Carol Rooney (Axel's keyworker) with mum and dad to ensure we are on the same page. Mum and Dad consistently show interest and concern in their son's education and push to ensure he gets the best provision.			
20 <sup>th</sup> October 2020	Maggie Allred received a text from Axel's dad: "I think he is falling behind his year level".	Education	20.10.2020 Email with reference to text from Alphonse	
21 <sup>st</sup> October 2020	3pm 21.10.20 Axel was finding it difficult to concentrate on his English work in 1to1 with Mrs Allred. Axel said he found the activity "boring" and put his head on the desk. After discussion Axel said he didn't feel able to answer the questions as he wants to know the whole story rather than an extract. Axel also said he found it hard to concentrate because his hands felt funny. He said it was because of the soap. Axel often prefers to wash his hands again before he starts the lesson as he doesn't like the feel of the soap on his hands after washing in the sink by the entrance.22.10.20 Axel read an extract (for English Literature) of a true account about a monkey that was used for entertainment that began attacking people and so the monkey was shot. Axel said he was surprised that this was in a schoolbook for school children to read. Mrs Allred discussed that text used for older pupils in GCSE English can be challenging; about true and fictional events to help us learn about the best and worst of human behaviour. Axel listened carefully and understood	Education	CPOMS (Page 48)	20
23 <sup>rd</sup> October 2020	Email conversation with YOT about Axel's progress and risk: 30.10.2020 Sorry for late reply John it's our half term - just picked this up.	Education/ YOT	23.10.2020 Email thread with YOT re update for Axel	91

	<p>He is on High Support Tuition on 1to1 for one hour every day 2.30-3.30 with myself as teacher.</p> <p>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.</p> <p>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.</p> <p>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.</p>			
<p>2<sup>nd</sup> November 2020</p>	<p>Mrs Allred discussed with Axel his grade in GCSE Maths baseline paper. Mrs Allred explained that his grade given is to do with what he is able to do and what he has already learnt. Mrs Allred explained that last year was a very hard year and this year is also due to Covid and the amount of work he does will affect his grade. Mrs Allred explained that is why she always pushes for Axel to complete work whether school is open or closed and why work is always provided. Mrs Allred said that she knows last year was very hard and Axel had very difficult things to deal with and this has affected</p>	<p>Education</p>	<p>CPOMS (Page 47)</p>	<p>20</p>

	the amount of work he has been able to do but that is why he is in Acorns and we are here to support him getting back on track. Axel seemed to understand this and commented that it didn't seem fair as what happened "wasn't my fault".			
3rd November 2020	Email from Maggie Allred to Joanne Hodson: I feel like Axel is ready for me to discuss more ways to help move him forward socially. Will CPOMS discussion with him from yesterday. I will say today I'd like to help him out more how to move him forward and attend his meetings. If he seems comfortable, I will let you know; in which case I could attend the meeting tomorrow if you want. What time is it? I can email you soon after 3.30 so you know.	Education	03.11.2020 Email thread re moving Axel forward socially	92
4 <sup>th</sup> November 2020	Axel discussed with his teacher Mrs Allred during High Support Tuition the experiences that led up to the incident in his previous school that led to his exclusion. Mrs Allred had asked Axel's permission the day before if Axel was happy for Mrs Allred to know more information in order to help him move forward in school. Axel had agreed and said he was happy with this. Before the discussion Mrs Allred explained that it was confidential and only to be shared with Mrs Hodson. Mrs Allred asked for his understanding of the incident (to clarify next steps for moving Axel forward and as part of his integration plan). Axel explained that he had experienced bullying that started in year 7 and gradually got worse. He said that he had told staff but he didn't believe that they did anything about it. He said that he went in once with a knife and another time with a hockey stick. He said that the bullying was physical as well as verbal. He said that he doesn't mind people being annoying he could ignore that but he didn't like the threats and he didn't feel respected. He said that when he was asked by staff because he didn't get upset or cry he felt he wasn't taken seriously. Mrs Allred asked who else was involved does he have a YOT worker and social worker and Axel said yes; he said his YOT worker is called John. He said he thinks he has told John everything but he isn't sure. Mrs Allred said that she will need to	Education	CPOMS (Page 47)	20

	share this with Mrs Hodson and in time may talk with the social worker and YOT worker. Mrs Allred said that she won't need to talk any further with Axel about the incident as she knows John will have addressed everything related the incident. Axel seemed happy with this. At one point he asked for the internal door to be closed into the classroom (he was conscious of others overhearing) and Mrs Allred confirmed it was already closed and no one could overhear the conversation.			
4 <sup>th</sup> November 2020	Teacher's report provided by Maggie Allred	Education	04.11.2020 Email with teacher's Report for AR  Reintegration Plan within Paper File from Archive	93  218
10 <sup>th</sup> November 2020	Maggie Allred to Joanne Hodson: Discussed with Axel yesterday the proposal of in at 9 with me then joining a lesson at 10am for an hour starting next week (or Friday). I said I'd ask you what the timetable options are can you let me know and I can type it up into a draft timetable for Axel.	Education	10.11.2020 Email thread re suggested class timetable for AR	94
12 <sup>th</sup> November 2020	Email re whole school attendance during and after lockdown, including % figures for AR	Education	12.11.2020 Email thread re attendance with attachment  Attendance master copy	95  96

17 <sup>th</sup> November 2020	<p>Just letting you know we have made progress with Axel regarding reintegration into class. It is slow progress as we are very aware for it to be effective Axel needs to be given tools to do it differently, so he does not find himself struggling as he has done previously. It is essential to take time to provide a robust plan that can hopefully support him in all formal social situations in his future.</p> <p>Now that YOT interventions have been done I have begun social stories with him looking at what happened and how to do it differently, and he is responding very well. Trust is finally formed with me and we are now able to talk about his issues. This is huge progress and indicates a reduction in risk...as long as it is carefully managed.</p> <p>(Conversation recorded above on 4<sup>th</sup> November then shared with YOT)</p> <p>Already whilst creating the social stories he believes he has changed and wants to do things differently. It's my belief his social needs are substantial, and I would class it as a hidden disability if these needs are not met. I think we need to do all we can to ensure the right resources are in place wherever he goes as a pupil or adult to support him to cope and feel safe in social situations for his and others' safety.</p> <p>In time I will share the social stories created and I think these may help in other settings as well.</p>	Education/ YOT	17.11.2020 Email to YOT about AR moving to classes	97
17 <sup>th</sup> November 2020	Request from Andrea Fontaine CFW to visit AR in school	Education/ Social Services	17.11.2020 Email thread with CFW asking to visit AR in school	98
26 <sup>th</sup> November 2020	Email to staff re Axel joining class, trying to allay concerns over risk:	Education	26.11.2020 Email thread with staff re	99

	<p>From Monday we are going to try and extend Axel's timetable. He has been doing lots of work over the last year with Maggie and other agencies to help him cope in a classroom environment, and we think he's ready.</p> <p>The initial timetable will be Mon, Wed, Fri. Axel will come into Science with Ismail and the rest of Rowan class. He will then have an hour 1-1 with Maggie so that she can do social stories with him and address any of his concerns. On Tuesday and Thursdays, he will have 1-1 with Maggie and not be in class with any of the others.</p> <p>We will review this after Christmas. The aim is that by Easter he will be doing Maths, English and Science with Rowan, but will stay with Maggie on Tuesday and Thursday.</p> <p>If you have any worries or concerns, please let myself or Maggie know and we can talk you through the work that has been done with him to prepare for this.</p>		<p>Axel's timetable being extended</p> <p>26.11.2020 Email thread re staff MA and JH</p>	<p>100</p>
<p>27<sup>th</sup> November 2020</p>	<p>Attached is Axel's timetable for next week and his updated Learner Passport. His LP is not to be shared with Axel and is for staff only. There is a hope we can let Axel join Rowan English and Maths in time.</p> <p>A lot of work has gone in to helping Axel to make different choices when things get difficult. The serious incident last year was due to (according to Axel) a pupil who was making threats and Axel felt no staff member was listening to his concerns. It is very important we encourage Axel to share his thoughts in a safe space and build trust with staff to reduce or remove this risk.</p> <p>This is an ongoing process so please read the learner passport carefully and let me know if it needs changing/updating. Please also talk through any concerns you have -as it's important we move forward in the right direction!</p>		<p>27.11.2020 Email re AR Learner Passport MA to JH</p> <p>27.11.2020 Email to staff re Axel's reintegration with attachment</p> <p>Learner Passport 27.11.2020</p>	<p>103</p> <p>101</p> <p>102</p>

	<p>Follow up 30.11.2020 to staff</p> <p>Really pleased you've managed to check out the learner passport for Axel -he's really complicated! The potential risk is high if we don't manage his integration carefully so we need to work closely together. I have attached the teacher record from his High Support Tuition for you to see Ismail which is kept on his student file.</p> <p>Jill: if you go in his student file/assessments/High Support Tuition you'll find a learner diary and this teacher record. Can you fill in anything relevant? Thanks please don't do lots of detail!</p> <p>Ismail -if anything at all comes up -it's likely to be social difficulties or he is hard to reach and won't communicate -drop me an email and I will follow it up with Axel before his next lesson.</p> <p>The key is to build trust -once he feels heard and safe to talk to you it gets much easier!</p>			
30 <sup>th</sup> November 2020	Mrs Ellison raised concerns about other pupil's disruptive behaviour in class and the impact on Axel	Education	30.11.2020 Email thread of concerns re Axel in class	104
1 <sup>st</sup> December 2020	Email sent by Mrs Allred to all staff: ASR has just shouted at Axel as he is leaving "I know you!" very aggressively. I asked Axel -he said no. They have just shared a taxi home and they live in the same area. It may be something or nothing but please be alert. If Axel is targeted by pupils it potentially poses a serious risk to Axel and others so any risk needs to be carefully managed and prevented. Please email to Mrs Hodson and I if you hear ANY comments and full names -then we can CPOMS if needed once we see exactly who/what. ACTION: speak to Axel tomorrow during the lesson a query the taxi journey. Ask Mrs	Education	01.12.2020 Email thread re other pupils' interactions with AR  CPOMS (Page 47)	105  20

	Jaeger to query with the taxi firm if there are any concerns. If needed discuss any issues with Axel's dad			
2 <sup>nd</sup> December 2020	<p>Pam can you ring Axel's taxi firm tomorrow morning and just query the route his taxi takes all 3 home -who is dropped off first and last. Can you also ask them to be very alert about the conversation in the taxi: if they suspect Axel is being teased or targeted in any way to let us know immediately. He may not show any distress but he can react very badly to it later on tell them.</p> <p>Pam Jaeger spoken to taxi firm this morning regarding Axel going home in his taxi with two other students making sure they weren't bullying him. The taxi firm have just rang and spoke with Pam Jaeger to say [DPA] and [DPA] asked Axel a question "why are you at the Acorns School?" and Axel replied I don't want to talk about it and they left it as that.</p>	Education	CPOMS (Page 47) 01.12.20 Email re Axel's taxi	20 106
2 <sup>nd</sup> December 2020	<p>Axel came into his 1to1 session with Mrs Allred very down after his Science lesson. He explained he didn't like the disruption, and the work was easy, and he would rather go back on 1to1. Mrs Allred said she was sad about this as he is ready to re-integrate. Axel was finding it difficult to understand why he should be in a class with pupils who don't want to learn. Mrs Allred spoke to him about how schools are run and why it is this way. This helped him to get perspective, and he left in a positive mood. ACTION email to Mrs Hodson for advice on next steps.</p>	Education	CPOMS (Page 47) 03.12.2020 Email Thread about AR in science lesson	20 107
3 <sup>rd</sup> December 2020	<p>Axel was discussing how he was in class in mainstream with Mrs Allred and how he talked more in class. Axel said he was "always in detention" in Mainstream. Axel said he would sometimes forget the detention then get in more trouble for it and get a bigger detention. As Axel spoke Mrs Allred observed he didn't seem at all upset or concerned about the detentions. Mrs Allred was surprised by this comment and asked why? Axel said for not doing his homework or sometimes how he spoke to teachers. Mrs Allred asked what kind of</p>	Education	CPOMS (Page 47)	20

	<p>things. Axel said he wasn't sure but it was something he had said and they didn't like it. Axel said often it was the older female teachers who didn't like him. Axel said he didn't think teachers liked it when they were wrong and the detention was a bit like a dictatorship. Mrs Allred said it sounded like a lack of understanding: the teachers didn't know why he said things and you didn't know why they were so unhappy about it. Mrs Allred talked with Axel about making a plan together so that when he starts talking in class he doesn't have the same trouble and everyone understands what works in class.</p>			
<p>4<sup>th</sup> December 2020</p>	<p>During Axel's lesson with Mrs Allred Axel said he wondered why he couldn't have medication for his anxiety. He said he (Axel) was told by the psychologist he couldn't. Axel said he didn't want any talking because he had done that before and it doesn't work. Axel said he didn't think Autism was the problem -if you sort the anxiety it would be fine. Axel said he had just worked this out although the appt was 3-4 months ago. Axel appeared very down and Mrs Allred said she felt sad that Axel was so down about it. Axel said that doesn't help and it's not fair that his case isn't urgent to them and if he said he was going to commit suicide he would be seen straight away and he might as well say that. Mrs Allred said that would be very difficult for everyone and wouldn't solve the situation it would make it worse. Mrs Allred said she'd speak to Mrs Hodson and his dad to find a solution and Axel was happy about this.</p> <p>Mrs Allred rang dad and recounted that Axel was very upset that he couldn't have medication for his anxiety and he had said he would say that he would commit suicide so he would be seen by someone. Mrs Allred advised to keep a very close eye on Axel and if needed phone anyone involved with his mental health to let them know. Mrs Allred said it is unlikely he would however he is very stuck in his thinking and we need to support him to keep talking and find a solution that makes sense to him. Dad was very concerned that Axel gets stuck like this and it always happens when things become more challenging. (Axel could be heard in the background talking to his dad). Mrs Allred</p>	<p>Education</p>	<p>CPOMS (Page 46)</p>	<p>20</p>

	<p>said Axel is learning to find solutions by talking so he is making progress- this is a specific issue about his wish for medication.</p> <p>Dad asked if Mrs Allred could speak to Mrs Hodson to see if someone in mental health could talk to Axel about medication or alternatives and Mrs Allred agreed and said we need to keep talking until there is a solution that makes sense to Axel and we will pick this up next week. Mrs Allred wished both Axel and dad a good weekend.</p>			
7 <sup>th</sup> December 2020	<p>Mrs Allred received a text from Dad this morning: "Hi Mrs Allred I spoke with Axel regarding his anxieties. He told me that he is now in the classroom with other students which I had forgotten about. Now I understand better about the source. He feels unable to speak to them but his anxiety is not caused by lessons at all. Just social. I am going to liaise with Community Paediatrics and see if they can see him regarding possible medication. What he said in class was a hypothetical example/scenario. He is good." Mrs Allred replied "Many Thanks for letting me know"</p>	Education	CPOMS (Page 46)	20
14 <sup>th</sup> December 2020	<p>Axel has mentioned to me with great pride he could read an email on a screen and began to cross examine me about a comment a colleague made...he is very vigilant.</p> <p>He has an excellent grasp of language and won't miss a trick! Don't even talk in code in earshot of him...GDPR nightmare!</p>	Education	14.12.2020 Email about Axel and GDPR	109
16 <sup>th</sup> December 2020	<p>With Axel, I think it would be worth passing on concerns re: harming himself when stressed in school to his social worker and YOT worker. Now he knows he can't harm others this may be a risk. What do you think?</p>	Education	16.12.2020 Email thread re safeguarding checks	108
4 <sup>th</sup> January 2021	<p>Axel tests positive for COVID and must self isolate.</p>		04.01.2021 Email re delivering test kit to AR	112

			04.01.2021 Email thread re AR and Covid	113
			06.01.2021 Email thread re positive Covid test	114
5 <sup>th</sup> January 2021	National lockdown- Tier 5 arrangements.  Axel to be offer face to face lessons in school	Education	05.01.2021 Email re Tier 5 lockdown arrangements	110
			05.01.2021 Email Attendance and Lockdown Procedures under lockdown 3	115
			06.01.2021 Email thread re provision for Axel	116
8 <sup>th</sup> January 2021	Hi Jo  I hope you had a lovely Christmas and new year.  Please can you let me know your availability for a virtual TAF for Axel please. I am aware he is unwell, so we would be looking at the week commencing 18 <sup>th</sup> January.  Thanks  <b>Andrea Fontaine</b> Key Worker	Education/ Social Services	08.01.2021 Email thread with CFW re TAF meeting	111

<p>15<sup>th</sup> January 2021</p>	<p>As I suspected I got a flat no from Axel regarding 9.30 in school and he has agreed to 2.30-3.30 virtual lesson with me.</p>	<p>Education</p>	<p>15.01.2021 Email thread re AR timetable</p> <p>16.01.2021 Email follow up to AR timetable</p>	<p>119</p> <p>120</p>
<p>19<sup>th</sup> January 2021</p>	<p>TAF held virtually, no safeguarding concerns. Attended by Joanne Hodson, The Acorns, Maggie Allred, The Acorns, Andrea Fontaine Key Worker CFW and Alphonse Rudakubana.</p> <p>Discussed action plan Axel has reported to key worker that he is not feeling anxious anymore and recognises this is mostly because he is not being put into situations that cause his anxiety, he has declined support around his anxiety and declined a referral to CAMHS. This is a direct contradiction to Axel's discussions at school where he has spoken about feeling anxious to Mrs Allred, has asked about how the brain deals with anxiety and has also discussed wanting medication. Alphonse Axel has previously mentioned wanting medication, but as this would need to be prescribed via CAMHS he declined this. It was agreed a referral to CAMHS would be revisited with Axel. School continue to support Axel with his social needs within school and are moving at his pace in terms of introducing him to classrooms with other students. Extensive work has been completed by key worker around family relationships and dynamics, and Alphonse has reported improvements in this area and a calmer home atmosphere. Axel is confirmed on the ASD pathway and a telephone/video appointment has been scheduled. All actions from CFW have been completed, therefore case to close.</p>	<p>Education/ Social Services</p>	<p>TAF Minutes 19<sup>th</sup> January 2021</p> <p>Early Help Plan January 2021</p> <p>04.02.2021 Email from CFW with TAF minutes and Early Help Plan</p>	<p>117</p> <p>122</p> <p>121</p>

<p>20<sup>th</sup> January</p>	<p>Joanne Hodson phoned John Fitzpatrick, YOT after receiving an email asking for Joanne Hodson to contact him. John Fitzpatrick completed last visit with AR last night. AR disclosed that he had threatened to break Dad's laptop. Dad had tried to take it off him, so AR had kicked him in the balls. Dad had then hit AR in the head (John was unsure if this was a flat hand or closed fist)</p> <p>John Fitzpatrick asked whether school had any previous concerns of this nature. Joanne Hodson said that we had not. John Fitzpatrick had spoken to Dad, who looked bemused and said that it didn't happen. Dad said that AR was very aware of his rights and that if Dad hit him he would phone the police. AR confirmed with John that if Dad hit him he would phone the police. John is going to make a referral to CSC.</p> <p>Joanne Hodson asked John Fitzpatrick to also let Andrea Fontaine know about this and he agreed that he would.</p> <p>Maggie, when you speak to Axel this afternoon, can you check with him that he is okay?</p>	<p>Education/ YOT/ Social Services</p>	<p>CPOMS (Page 46)</p>	<p>20</p>
<p>20<sup>th</sup> January 2021</p>	<p>Maggie Allred spoke to dad and asked if everything okay (no reference made to above incident) -dad said fine. Spoke to Axel to set his work for the day and asked him twice in conversation if everything okay -he said yes. I also asked specifically if everything okay at home and he said yes.</p>	<p>Education/ YOT/ Social Services</p>	<p>CPOMS (Page 46)</p>	<p>20</p>

<p>25<sup>th</sup> January 2021</p>	<p>See welfare for Friday: both dad and Axel said they were fine but it felt a bit "off" -perhaps as I am aware of the alleged incident and Axel has said in the past he doesn't like his dad (which I don't think I have logged but will do so when I can fit it into a chronology). Got me thinking...</p> <p>As school is now open 12.30 -1.30 could we offer Axel this slot? It would give me the opportunity to query (in a discreet manner) the relationship between him and dad and possibly reduce risk and provide support to Axel. I would need to talk to you first about that: regarding boundaries etc.</p> <p>I am wondering now Axel has consented to me and school collaborating with Dad and agencies the focus has now shifted. No longer is school a problem in dad's eyes...so Axel must have the problem. In the meeting he did say "Axel won't accept he has a problem". My concern is this puts dad at risk as if you highlight issues with Axel that means he feels disrespected and picks it up immediately -and will begin eroding that relationship to protect his self-image (he is fine everyone else has a problem).</p>	<p>Education</p>	<p>25.01.2021 Email thread re Axel coming into school because of concerns</p>	<p>118</p>
<p>1st February 2021</p>	<p>Email received from David Cregeen, DSL at The Range:</p> <p>I hope this email finds you well. I am not sure if either of you are involved with Axel anymore but, if you are, I just wanted to draw the 2 attachments copied from Axel's Instagram account to your attention. He appears to still be in contact with some pupils from our school, one of whom brought this to our attention. Although there is nothing strikingly dangerous in this message, it contains some details regarding Colonel Gaddafi, which might raise some potential radicalisation concerns, particularly if Axel has been posting, or discussing other similar material. Please let me know if you are still</p>	<p>Education/ Social Services/ Prevent</p>	<p>01.02.2021 DC Concerns over AR post on Instagram</p> <p>01.02.2021 Email reply to DC re Instagram post</p> <p>Screenshots of post on Instagram</p>	<p>123</p> <p>124</p> <p>125</p>

	involved with Axel and the contact details of his current school and support worker, if you are not.			
1 <sup>st</sup> February 2021	Referral form submitted to Prevent	Education/ Prevent	01.02.2021 Email thread with Prevent referral  Lancashire Concern form February 2021	126  127
2 <sup>nd</sup> February 2021	<p>Email to YOT and Social Services re referral to Prevent. Includes the following observations from Maggie Allred</p> <p>Jo and I spoke about the post yesterday and in case you speak with the people dealing with the referral I think it is essential the worker has an understanding of ASC to discern his low emotional response and indifference is a poor indicator of his actual motives. To Axel he often wishes to be controversial and intellectually superior -his motive is to shock or surprise. This is in response to his feelings of isolation. A premeditated desire to harm I feel is not the case.</p> <p>In short, I think it is very likely these are his own thoughts as he likes to research history and world affairs. He is highly vulnerable to being groomed and being a force of harm due to his social isolation and no understanding of the impact of his actions on others. The route to prevention is to explain the inconvenience caused to him if he causes harm -not a sense of social responsibility that is meaningless to him. Why should he care about a society that doesn't understand him?</p> <p>It is important to note the relationship with his dad is very poor at present -he says his dad doesn't like him and when I speak</p>	Education/ YOT/ Social Services	02.02.2021 Email thread re Axel and Prevent	128

	with dad I get the sense he is at a loss...which could be an indicator that Axel may be being influenced to not trust his family. I don't know and have no evidence of that just useful to be aware of.			
2 <sup>nd</sup> February 2021	Email responses from both YOT and CFW saying that both services are now closed to Axel.	Education/ YOT/ Social Services	02.02.2021 Email thread with replies from YOT and CFW	129
9 <sup>th</sup> February 2021	Email from Prevent:  Good Afternoon I tried to call you today but you were not available which is why I'm sending this email. I was just contacting you in relation to the referral for Axel Rudukabana. I just wanted to check that there were no further concerns other than the information from the previous school in relation to the Instagram posts? I'm out of the office and will not be able to take calls for the rest of this week but if you can reply to this email I will pick it up. Many Thanks Carmen  <i>PC 5905 Carmen Thompson</i> Counter Terrorism Case Officers Counter Terrorism Policing North West – Cumbria & Lancashire	Education/ Prevent	09.02.2021 Email thread with Prevent re further concerns	130
22 <sup>nd</sup> February 2021	Mrs Allred rang at 2.30 to speak to Axel for his lesson. Dad picked up the phone and Mrs Allred asked if they had a good week off. There was a long silence then dad said yes fine. There was a short pleasant conversation about work at present due to Covid. Dad asked do you want to speak to Axel? (yes) There was muffled speaking which sounded argumentative and Mrs Allred heard Axel say to his dad "you are talking rubbish". Axel came to the phone and was fine for his	Education	CPOMS (Page 44)	20

	lesson and focused on his work. Mrs Allred asked is everything was okay and he said "fine".			
24 <sup>th</sup> February 2021	Mrs Allred rang Axel half an hour earlier for his lesson today and texted dad asking him to let Axel know. Axel did not pick up the phone although Mrs Allred rang 3 times. Mrs Allred posted work on Teams and Axel didn't respond. At 3.30 Mrs Allred rang mum to see if Axel was okay. Mum said yes fine but Axel was saying there was no point in doing any work as he isn't learning anything. He refused to speak to Mrs Allred. Mrs Allred explained to mum that it isn't the case at all and he is doing really well. Mrs Allred said she thinks it is the change in routine and Axel is really unhappy about it. Mum was very positive and accepted this. Mrs Allred asked mum to tell Axel his work is ready for him on Teams if he wishes to do it to get his attendance mark for today.	Education	CPOMS (Page 44)	20
25 <sup>th</sup> February 2021	Mrs Allred rang dad after receiving a text from him saying they are applying for DLA funding and needed my help to complete Section 20 "statement from someone who knows the child...If it's okay I can email you a copy or post it or bring it". Dad explained in more detail that the section requires about 5 lines describing how the disability affects the child, and it also requires a signature. Mrs Allred said she has done them before, and it is very important it is clearly marked who has written it. Dad said he is doing the application because one of the reports recommended, they can apply for funding, and he does spend a lot on Axel with food. Mrs Allred said she would get advice from Mrs Hodson and get back to him. Axel was then heard in the background in a firm voice said to his dad "are you talking about me?" Dad at this point was reluctant to speak so we drew the phone call to a close. He was then heard saying again in a firm voice "did you say I didn't understand?" then Axel raised his voice. The phone-call was ended so Dad could speak directly to Axel.	Education	CPOMS (Page 43)	20
26 <sup>th</sup> February 2021	Dad visited school to enable Mrs Allred to complete the statement for the DLA application. Mrs Allred wrote: Axel has an EHCP which indicates he has learning needs around communication and social interaction. Axel finds it hard to understand the interaction of others	Education	CPOMS (Page 43)	20

	<p>and to express his own emotions. This results in high anxiety when needing to be in social situations and a lack of insight and empathy from peers which has resulted in traumatic experiences that has impacted on Axel's ability and opportunities to socially integrate. Support is needed for both Axel and his family to ensure the best outcomes for Axel. Time and resources are needed to support Axel to socially integrate in a way that is beneficial for him and others around him. Dad was happy with this. Mrs Allred referred to the conversation with dad yesterday over the phone and that she could hear Axel was not happy. Mrs Allred explained that the above account she would not share with Axel as he is too anxious about what people think and he is very scared that he will be labelled not normal. This is understandable considering his recent experiences. Mrs Allred said it isn't wise to discuss his needs in this way with him as it will escalate his behaviour. Dad was in agreement with this. Mrs Allred offered to text dad first if she needs to speak to dad about Axel's needs and then if possible will ring at a time convenient with Dad when he isn't in the house so he can talk openly.</p>			
8 <sup>th</sup> March 2021	School reopened following lockdown 3			
11 <sup>th</sup> March 2021	<p>Email from Alphonse re support with careers:</p> <p>I was wondering whether the school discusses career paths with Axel. I think he needs to know about his options, about tertiary college (what his options are for somebody who has fallen behind academically), what would he like to be and realistically how to get there, apprenticeships, etc.). He is bright and sensible but he seems confused on how to get there. I feel somebody from career services should speak to these young people. He came home one day and told us that a career adviser was at school but Axel did not like the careers on offer (construction, brick laying, etc.) He has other aspirations but our challenge is to help him get there - my knowledge is limited and I needed your help by talking options beyond 16. That way his questions and confusions will be answered and cleared.</p>	Education	11.03.2021 Email thread re careers support for Axel	133

	<p>I spoke to Axel the other day and I was frank with him that Six Form route may not be suitable for him but that there are other ways to reach his target. However, I am not qualified or knowledgeable to advise him as the school would.</p> <p>If the school could start having these conversations with him (but without limiting him), it would be the tremendous help he needs . Please advise :)</p>			
11 <sup>th</sup> March 2021	<p>Just checking you're still okay for a meeting on Zoom at 5 -I will keep it succinct just need to get recorded concerns and action taken. Axel seems okay about joining us and I think it will be really good for him to learn to express himself and share his feelings whilst still accepting the realities of school.</p> <p>Axel and I have discussed his intense boredom with English and Maths. He is covering topics really quickly in Maths and I feel he is about a grade 3 in all areas -the breadth has been covered. So now I want to push him to 4 and above so will need help for that! liaising with Sue. Is there a virtual maths lesson he could join?</p> <p>In English his skills in exploring text in depth is really impaired by his limits regarding emotional literacy and his social skills -if it isn't relevant to him it's not relevant. He is improving (have a look at some of his work in his class in files/class materials/ English workpacks - completed) but I think he may get stuck at grade 3 he's currently around grade 2 with aspects of 3. Perhaps a virtual lesson with English with Emily may help but only if she can understand his thinking -he quickly refuses work.</p> <p>So will continue steadily with English and talk to Sue about pushing forward in his Maths. I will put all the above onto his PLP To resolve the intense boredom Axel has started studying German. I have said we can't offer this but would welcome him giving me</p>	Education	<p>11.03.2021 Email thread re meeting to record concerns and actions taken</p> <p>AR Review Meeting 11.3.2021</p>	<p>131</p> <p>135</p>

	<p>updates when he comes into school. I have shown him the resources on our virtual school and told him he is welcome to look through and I can set any work on Teams in his class that he is interested in (so it doesn't take away from his hour in school-I don't think he will take me up on that though but he seemed to like the idea). I can show him the pages for BBC bitesize and Oak Academy as well.</p> <p>I will talk to Ismail about his Science. I think I need to keep moving forward on that as he is very able and he deserves that GCSE if I can get the content covered.</p> <p>I also suggested board games and he said yes! I think this is an excellent opportunity to move his social skills forward and we started playing backgammon yesterday. It needs to be covid safe to getting used to washing hand and only touching our own pieces.</p> <p>How does that sound and have you any more suggestions?</p>			
25 <sup>th</sup> March 2021	<p>Text message from Alphonse: Hi Mrs Allred, I was wondering if Axel could benefit from the education provision by Presfield High School and Specialist College because he has autism and the EHCP. Is it something we can explore? Please advise.</p>	Education	25.03.2021 Email thread Alphonse request for a place at Presfield	132
26 <sup>th</sup> March 2021	<p>Dear Mrs Hodson,</p> <p>I would like to confirm that Axel has the ASD diagnosis. Please find attached a copy of his assessment report below.</p> <p>I have a query regarding what happens when a young person finishes the GCSE being in the special school: is it easy for them to transfer to the community college/tertiary college? or do they have to stay within the special school system?</p>	Education	<p>26.03.2021 Email thread confirming ASD diagnosis and setting up review meeting</p> <p>AR Review Meeting Notes 11.3.2021</p>	<p>134</p> <p>135</p>

	<p>While reading Axel's EHC Plan, there is mention that Acorns has to create a Personal Education Plan for Axel. If there is one, please can I have a copy? if there is none in place, please could the school create his PEP at the earliest opportunity?</p> <p>Regarding the above minutes and correspondence from the previous email, as parents, we maintain that Axel needs more hours of one on one lessons per school day. We have established that Axel thrives while learning on one on one with a teacher and we would like to ask the school to provide him this opportunity in Maths, English and Science as the minimum. It should not be Axel's choice because if education was a child's choice only a handful would attend school. Axel must attend school and must attend it for more than one hour per day on one on one learning basis.</p> <p>The above leads to the question of whether Acorns can provide Axel at least three hours of one on one education at the school premises per day (Maths, English, Science)? If the school cannot meet this need, then it means the school cannot meet Axel's education needs. In the minutes above, I read that Axel said to Mrs Allred that he does not like more one on one hours a day. I would like to reiterate that it is not up to Axel to have full time education or something resembling that. He has to be forced to because, by law, he must be in reasonable education and one hour a day is not reasonable. Please note that I am referring to more one on one education per day. If this is not possible at Acorns, we are requesting that, in collaboration with Acorns and other agencies, Axel be transferred to a more suitable school.</p> <p>I look forward to hearing from you.</p> <p>Many thanks,</p> <p>Alphonse Rudakubana</p>		<p>ASD Diagnosis letter 16.02.2021</p>	<p>136</p>
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<p>11<sup>th</sup> April 2021</p>	<p>Do you want me to reply to dad thanks for the email I will speak to Mrs Hodson and get back to him?</p> <p>As discussed:</p> <p>Update the risk assessment to ensure it shows quite clearly that Axel has to consent to every intervention otherwise the risk is far too high for both staff and other pupils.</p> <p>Continue to have a close collaborative approach with Dad and enable him to understand the significant risk he poses if the provision is not correct. Clarify that although Axel may seem "short changed" academically the social barriers are so extreme that the fact he is having such a positive experience in a school (bear in mind he has even disengaged with the 1 hour teaching at times) is huge progress. It is lucky he isn't in a secure unit.</p> <p>The only way to progress further with his provision and learning is if Axel consents. Anything less is a waste of time and resources.</p> <p>If dad does not maintain a collaborative approach it could dissolve into a complaints procedure -which I think everyone would prefer to avoid.</p>	<p>Education</p>	<p>11.04.2021 Email thread re updating risk assessment and reply to Alphonse</p>	<p>137</p>
<p>13<sup>th</sup> April 2021</p>	<p>Good morning Carole,</p> <p>We have a request from the parents of Axel Rudakubana to review his EHCP, which currently states mainstream provision. Axel has now received an ASC diagnosis and his parents would like him to have specialist provision. I have included the email thread as background.</p> <p>It is worth noting that Axel lives on the border of Lancashire and Southport and his parents have identified a special school in Southport, which would be their preference. We are meeting with them next week to discuss next steps and their expectations.</p>	<p>Education/ Local Authority</p>	<p>13.04.2021 Email thread with LCC SEND Officer re EHCP Review</p>	<p>142</p>

	<p>Can I arrange a meeting with you, following this, so that we can start the review process?</p> <p>Thank you</p> <p>Joanne Hodson Deputy Headteacher and SENCO</p>			
<p>14<sup>th</sup> April 2021</p>	<p>Mrs Allred sent an email to Axel's YOT worker querying any further information needed for his EHCP supporting him to reintegrating in school: Request for information: I am aware you have closed the case with Axel Rudakubana -I am emailing to see if you are able to share any information. Now that social services and YOT have closed their cases with Axel and the family we need to collate all relevant information to hand over to a new school or 16+ provision. His EHCP has no record of the potential risk that Axel could pose it only covers learning needs. We are wanting to ensure the risk assessment we have has comprehensive details that ensure both Axel and any educational establishment get the correct information and support to ensure Axel has no repeats of the incident and this remains historical. We do have a copy of your initial risk assessment. Is there anything further you are able to share that will ensure Axel gets the correct support?</p> <p>Reply:</p> <p>Hi Maggie. While we were working with Axel no issues of concern came to light in regards to risk of further offending behaviour. Axel engaged much better in person than he did over the phone in the initial lockdown period. At the end of the order due to his engagement and no record of further offending his risk level was</p>	<p>Education/ YOT</p>	<p>CPOMS (Page 43)</p>	<p>20</p>

	reduced to low. Please let me know if you require any further information			
14 <sup>th</sup> April 2021	<p>Dear Mrs Hodson</p> <p>I would like to request a copy Axel's Personal Education Plan as part of my preparations for the his review meeting set for 23/04/21. An electronic copy is fine. It would be very much appreciated if I received it by the end of this week.</p> <p>Regarding the review meeting, I set out in my previous email our expectations as parents based on my previous meetings with you, mainly increasing Axel's subject-based one on one lessons to at least three hour per day. We know that group lessons have not worked (at school) and that online lessons have not worked either.</p> <p>As a referral centre, you know what you can and what you cannot offer/provide. You also know what educational institution/school that can best meet Axel's needs more than we can ever know as parents. We are in the dark about what is available out there and we are racing against time as he is in the middle of year 10.</p> <p>I would be grateful if we used next week's review meeting as a way to progress forward. In other words, as a way of providing the solutions to the concerns we have raised including finding other schools. Surely they must be options out there but as parents, we simply do not know. Please help us place Axel in suitable full time education.</p> <p>Many thanks</p> <p>Alphonse</p>	Education	14.04.2021 Email thread re request for Axels' Personal Education Plan	139

<p>15<sup>th</sup> April 2021</p>	<p>Discussion about sending the Personalised Learning Profile (PLP), Learner Passport and Risk Assessment to Alphonse.</p> <p>Do we want to give dad the learner passport and an updated risk assessment? The risk assessment helps him realise the key reason for his provision and why he is on a reduced timetable.</p> <p>Yes, I think he should have the Risk Assessment and learner passport too. Let me know when it's all ready and I will send them to Dad, along with the forms he will need to fill in for the parents view.</p> <p>(Items posted out on 16.04.2021 did not include the risk assessment)</p>		<p>15.04.2021 Email thread re provision of pupil documentation to Alphonse</p> <p>Risk assessment</p> <p>Learner passport 14.4.21</p> <p>AR PLP Sep 20</p> <p>15.04.2021 Email thread re request for Axels' Personal Education Plan</p>	<p>138</p> <p>33</p> <p>140</p> <p>141</p> <p>143</p>
<p>21<sup>st</sup> April 2021</p>	<p>The day before Axel was allowed access to the school computer for the first time in a long time (after issues in school last year) and Mrs Allred clearly explained that Axel must not go on games or webpages that could be disturbing or offensive and to treat the computer as a public place like a library computer. Axel agreed and used the computer with no issues that day. Axel was using the computer to look at his English work (BBC bitesize). As Mrs Allred came closer to the screen and she noticed 2 other web pages were open with the words "London Bridge". At no point had Mrs Allred seen him look at these pages. Axel quickly closed them before anything else could be seen. Mrs Allred asked what Axel had been looking at. He said he was reading the news about the recent bomb that had been planted on London Bridge and he was reading the news. Mrs Allred asked Axel what he knew about it and Axel spoke in detail about the IRA, how it began and the "occupation" of Northern Ireland in the 1600's by the British and that is what started the conflict in Northern Ireland. Mrs Allred said she is pleased he is interested in history and global politics</p>	<p>Education/ Prevent</p>	<p>CPOMS (Page 41)</p>	<p>20</p>

	<p>as long as he is looking at reliable websites as there are a lot of sites that say inaccurate things and he needs to get a balanced view. Axel said he understood, and he said he reads the Guardian. Axel then went onto to talk in great detail about the conflict between Israel and Palestine and his views on this and that some reasons for the conflict are justified in his opinion. He said that the MI5 have been asked to kill people in the IRA and Mrs Allred said it is unlikely and Axel clarified the news said that the MI5 had been asked to "take them out" which Mrs Allred clarified is different. Axel said there are always two sides to a story. Mrs Allred said that it is important that Axel isn't being influenced by anyone to believe an ideal and asked if he understood about radicalisation. Mrs Allred said if he is ever speaking to someone who says they have all the answers and to not trust anybody but them then that is not safe. Mrs Allred reminded Axel to make safe choices and not do anything that promotes violence in any way as he knows what the consequences of that are. Axel made no comment but nodded as though he understood. Mrs Allred asked would he be interested in a job as a journalist and Axel said no. It was clear by Axel's conversation he had read a lot about the history and current politics of these conflicts and had formed strong opinions about what was right. His conversation was animated and passionate as though these topics are of great interest to him</p>			
22 <sup>nd</sup> April 2021	Referral made to Prevent	Education/ Prevent	CPOMS (Page 42)  Prevent National Referral Form Lancashire April 2021	20  146
23 <sup>rd</sup> April	Review meeting held to discuss EHCP review process. Alphonse Rudakubana, Joanne Hodson, Kim Campbell (SENDIAS) and Jane Eccleston in attendance.	Education/ Local Authority		
23 <sup>rd</sup> April 2021	Following on from a planned meeting regarding an unconnected matter, Jane Eccleston asked Dad to remain behind and Jan Lewis	Education/ Prevent	CPOMS (Page 42)	20

	<p>came in to discuss concerns relating to the nature of the conversation specific to the website page and Axel’s knowledge of conflicts. I contextualised the concern, relating it to prior history and actions. I read out Mrs Allred’s report. We discussed that we had sought advice from Prevent (as we had done previously relating to historic concerns). Mr Rudakubana appeared to listen and agreed to discuss these matters with Axel at our request. It was agreed that Axel does have an interest in topics relating to global conflict and this may be a fixation relating to his autistic diagnosis. Dad was given a copy of Mrs Allreds CPOMs report to discuss with Axel at home. Mrs Allred was informed of the discussion between dad, Jan Lewis and Jane Eccleston.</p>			
<p>23<sup>rd</sup> April 2021 and 27<sup>th</sup> April 2021</p>	<p>Good afternoon,</p> <p>I sent these forms home with Axel on Friday afternoon, but I thought it might help to also have them electronically.</p> <p>We have the EHCP Review meeting now scheduled for 10.30 am on 20th May and both Lancashire SEND and Alder Hey have confirmed their attendance.</p> <p>Could you please complete the forms and send them back to me by Friday 7th May at the latest?</p>		<p>23.04.2021 Email to Alphonse re EHCP meeting</p> <p>27.04.2021 Email follow up to Alphonse re parent and pupil views</p> <p>Final EHCP Plan AR</p> <p>AR child or young person advice towards review</p> <p>AR Parental Review Advice</p>	<p>147</p> <p>148</p> <p>144</p> <p>149</p> <p>150</p>

23 <sup>rd</sup> April 2021	<p>We met with Mr Rudakubana this morning to talk through the process for reviewing Axel's EHCP.</p> <p>Could you please let me have your availability for the weeks commencing 10th or 17th May?</p>	Education/ Local Authority/ CAMHs	23.04.2021 Email arranging EHCP Review	151
23 <sup>rd</sup> April 2021	<p>On arrival to his lesson Axel sat down and asked why he had been referred to –he couldn't remember the name. Mrs Allred said "Prevent" and Axel said yes that's right. Mrs Allred explained that "it comes under safeguarding, and I had spoken to someone as I wasn't sure if I needed to do anything and I was told it was passed on". Axel accepted this with no issues. Mrs Allred explained that Prevent know a lot about conflict in the world and just needed to check that he isn't involved in anything that would cause violence -which is safeguarding. Mrs Allred explained that sometimes people can say things that they don't mean to cause violence but then that can still happen and Prevent understand about that best. Mrs Allred said he is not in trouble; just checking that he is safe. Axel said that he thought this was "human error" and that it was only because he had talked about Israel if it had been about South Africa that wouldn't have happened. Mrs Allred corrected him and said it can be any situation where there may be risks and recounted other examples such as hate crime. Mrs Allred said it is not about Nationalism but about keeping people safe. Axel seemed to understand this and nodded when Mrs Allred referred to preventing violence. Mrs Allred encouraged him to talk about these issues and what he believes as part of school is understanding what you think about things, and the debate is good and my (Mrs Allred's) job is to ensure he gets a balanced view. Axel went on to talk about the documentation he had seen provided to his dad by school. He said that he had seen some of it and disagreed with it -he said that the word "controlling" was used and he disagreed with it as he felt he was the least controlling person in the school. Mrs Allred said she felt she understood what he meant as he didn't bother anyone else and he came in and did his work. Axel said it didn't read</p>	Education/ Prevent	CPOMS (Page 41)	20

	<p>right and made him sound like a psychopath. Mrs Allred said it could be because of his ASD diagnosis and said that she would look into it. Mrs Allred said that schools are similar to hospitals that they have lots of confidential information about you and you can request to see the information which is why his dad has the information. Mrs Allred said that it is a difficult time in his life because of everything that has happened. He has lots of adults involved in his life: just when he doesn't want adults getting involved. Axel had his head on the desk. The discussion lasted until near the end of the lesson and Mrs Allred asked did he want to play a game (of backgammon) and he said yes and the lesson ended positively.</p>			
26 <sup>th</sup> April 2021	<p>3.30 Mrs Allred spoke to Axel's dad and explained that the documents sent to him regarding Axel's education were confidential and not meant for Axel to read. Dad said that he was not aware of this and didn't realise that they may not be appropriate for Axel. Mrs Allred said that in future the school will make this clear and if he cannot access documents on email attachments we will look at alternatives such as screenshot and email the documents. Mrs Allred expressed he concern that Dad had allowed Axel to see this document as he hasn't yet come to terms with his ASC diagnosis and it could be too difficult for him to read. Dad said he didn't realise. Mrs Allred asked dad as the pages had been damaged had Axel been involved with that at all and Dad said no. Dad expressed concern that Axel had been referred to Prevent and said that "Axel is not a terrorist" and Mrs Allred clarified that is not what the school think but because he is vulnerable it needs to be checked to ensure he is safe. Dad expressed his concerns about Axel's provision and asked for this to be passed onto Mrs Eccleston and Mrs Hodson and Mrs Allred agreed to do so.</p>	Education/ Prevent	CPOMS (Page 41)	20

<p>27<sup>th</sup> April 2021</p>	<p>Request for Professional Advice towards the EHCP review from Sam Steed, Alder Hey CAMHS</p>	<p>Education/ CAMHS</p>	<p>27.04.2021 Email thread re professional advice from CAMHS</p> <p>Professional advice towards the review 6.5.2021</p>	<p>152</p> <p>153</p>
<p>27<sup>th</sup> April 2021</p>	<p>Dear Mr Rudakubana,</p> <p>I have responded to your email addressing most of the points <b>below in your email in bold</b>.</p> <p>In recent weeks you have:</p> <ul style="list-style-type: none"> <li>• sent emails requesting information and staff have promptly responded with the requested information.</li> <li>• telephoned staff at school, including me and you have had a prompt response at all times.</li> <li>• spoken many times to Mrs Allred who has supported you to express your views about your son, which is reflective of a good working relationship.</li> </ul> <p>The staff you liaise with at Acorns, have done their utmost to meet your wishes. Therefore, I am disappointed at some of the comments you have made directed towards staff, the statements you make in your email about those who attend, and about our school.</p> <p>With this in mind, from now on my staff and I will only communicate with you whilst another adult is present, in order to safeguard staff.</p>	<p>Education</p>	<p>CPOMS (Page 38/39)</p> <p>27.04.2021 Email response to concerns raised by Alphonse</p>	<p>20</p> <p>154</p>

	<p>In this instance, I have once again responded to you promptly. However, in future, as it is a very busy school, staff and I will not always be available to do this, but we will respond within a reasonable time frame. Again, that response will require an additional adult to be present.</p> <p>Best wishes,</p> <p><b>Jane</b></p> <p><b>From:</b> Alphonse Rudakubana [DPA] <b>Sent:</b> 27 April 2021 13:37 <b>To:</b> Mrs Eccleston &lt;j.eccleston@westlancspcss.lancs.sch.uk&gt;; Mrs Hodson &lt;j.hodson@westlancspcss.lancs.sch.uk&gt;; Maggie Allred &lt;m.allred@westlancspcss.lancs.sch.uk&gt; <b>Cc:</b> Laetitia Muzayire [DPA] <b>Subject:</b> Axel</p> <p>Dear Mrs Eccleston,</p> <p>I am writing to highlight the following:</p> <ol style="list-style-type: none"><li>1. Why has Axel haven't started his Biology lesson this week? He told me that cooking and coding don't interest him any longer. So Biology should have started this week really. He is not learning anything new from school. So please make his education your priority because each day that passes is a day too many. We think that, if Biology is classroom based, it is enough for now plus the one on one lesson he has with Mrs Allred.</li></ol> <p><b>During our meeting on Friday 23rd with Kim Campbell from Sendiass also present, it was discussed that Axel liked computing and also had expressed that he wanted cooking lessons. We</b></p>			
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	<p><b>discussed biology also. We discussed that he had previously attended lessons with other students but did not like being with other students. This increased his anxiety and he refused to attend the lessons. It was agreed to build his timetable slowly. You agreed with everything discussed. It was explained that the changes would come into effect week commencing 3rd May to give time for Axel to process the changes.</b></p> <p>2. I am increasingly concerned with the way the people in the care for Axel in school are communicating with him. You tend to forget that he is still a child and autism affects the way he talks, the when and the how he expresses himself. I am sure, as a referral centre you are by now aware of this. He is 14 but can communicate as a 5 years old. When an adult in the care of my child asks a probing questions/spy on him, I find it unacceptable.</p> <p><b>During the meeting of 23rd April and prior to that meeting in numerous telephone conversations and email exchanges, you have never expressed any concerns about the way 'people' communicate with Axel. Staff who work with him are aware of the autism diagnosis. Your view that Axel communicates 'as 5 years old' does not accord with the view of staff who work with him at school. Indeed, we consider Axel to be very articulate and express himself adequately whilst in school.</b></p> <p>Just imagine sending your 5 years old to school and teachers start asking questions that will make the child say inappropriate stuff. You know what I mean.</p> <p>For example, Axel did not talk about conflicts in Northern Ireland or Israel - Palestine from nowhere. Simply reading news on the computer about a topical piece of news is not unusual. Mrs Allred must have asked him particular questions and as an adult and educationalist to make Axel comfortable and trusting enough to give his opinions and those nonsense "animatedly." As a result, you have</p>			
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	<p>told me that you referred my child to Prevent. He is not at any risk of becoming a terrorist. Please refrain from extracting unnecessary opinions from my son, then take it out of context and do things that kill his character.</p> <p><b>On Friday 23rd both Jan Lewis the Designated Safeguarding Lead and I, relayed our comments to you about Axel's interest and knowledge in the matters discussed. If you recall, I also gave you a copy of the report Mrs Allred made about the open website tab which ignited the discussion between Mrs Allred and Axel. We have a duty of care to share any concerns or information we consider that you need to be aware of. The concerns were shared because of prior concerns (also previously discussed) about Axel's interest in particular matters. Because there are historic concerns about Axel's web searches in school, the incidents relating to his prior exclusion and the serious incident following his exclusion (which took place at another school), it would have been negligent not to discuss these matters with you and not seek advice via the Prevent team. Both Mrs Lewis and I were very clear as to why we needed to discuss the report with you, and you appeared to accept that last Friday. You left school with the report and agreed to discuss it with Axel.</b></p> <p>I am complaining that you, as a referral centre, you are abusing your duty of care for a vulnerable child that we placed in your care. Another example, yesterday I received a call from Mrs Allred that Axel told her that he tore the papers that the school gave me. I had sent a text message to Mrs Allred that clearly said the paper "was accidentally damaged." Why did she go around to ask him about it?! How do they find time to study Maths and English in one hour and gossip?!</p> <p><b>The comment that '<i>you are abusing your duty of care for a vulnerable child that we placed in your care</i>' is a serious allegation</b></p>			
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	<p>to make. If you wish to make a complaint, then you will find the correct procedure to do that on our website. In the example you provide, I'm unsure how torn papers relates to the school or school staff abusing a duty of care. I can reassure you that we do not gossip with children, but we will have conversations and engage with children if they pose questions or make statements.</p> <p>3. I am disappointed that no one at Acorns at any point in our meetings and phone calls ever mentioned that, in their professional view, Axel should rather go to a special education. I am asking myself why did you hold such important information? Yes lately after our previous review, I was told that Axel was not ready to go to any mainstream school. But no-one mentioned an alternative. I am disappointed because Axel has been at Acorns since November 2019 and you have known him very well that you should have suggested to his parents that his best destination was a special school. I had to find my revelation moment to figure it out myself. Likewise, if there any information or advice that might be useful to us, please share it with us. As a referral centre, you have been there, you know more that are good for Axel, tell us things we don't currently know and there are many. Do you have a copy of Axel's EHCP? If not why? Please let us know so that I send you a copy. We are supposed to work as a team!</p> <p>During the meeting of the 23rd it was explained to you again by Mrs Hodson and me, that you made the request for Axel to be assessed by the local authority for an EHCP in 2020. We could not make the request at the time because Axel had not been with us that long and there was not enough evidence. You were supported in making that application by social workers assigned to work with your family at the time. In your advice to the local authority, you reflected that you desired a mainstream school for Axel, and this was reflected in the plan. In recent emails and discussions, you now desire specialist provision for him, and it was explained that</p>			
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	<p>there is a process via an annual review which is required to make any changes to the EHCP. Mrs Hodson has put that process in motion, and you are aware of this. All information has been shared with you; you have been sent copies of planning documents which relate directly to his EHCP, of which we have a copy. We would be unable to produce those plans, send them to you by email and hand them to you in the meeting, if we did not have a copy.</p> <p>4. I am concerned that while we are seeking to find Axel a special school to take him, Acorns is fault finding him and filing against him accusations that will potentially keep him at Acorns or harm his future. He made a mistake because of not being able to deal with bullies in the mainstream school. However, he should not be condemned to stay in a referral centre for an important part of his high school education, his GCSE. Axel is somebody's son and we are ready to get him out of Acorns's grip even if this means going to courts.</p> <p>He should not be nurtured and schooled in such a way that he is destined to prisons or mental health institutions. No institution/school whatsoever, no teacher, man or woman would love Axel more than us, his parents. Therefore, take us seriously when we say that you have a duty of care to help find Axel a special school. That is what we are fighting for.</p> <p>When we spoke to you last Friday, we said that we would support you in any way possible. This includes sharing with you any concerns that we have. I stressed to you, that if we did not discuss matters with you, then this would illustrate a lack of duty of care to your son and to other children in school. It was also explained to you that it was not in the schools or my remit to enable the transfer to a special school. It is the responsibility of the local authority to seek a placement if the EHCP plan is changed to reflect the need for a specialist placement. It was made clear to you - via us and by Kim</p>			
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	<p>- that your needs and Axels would be sought as part of the process. Your comment '<i>we are ready to get him out of Acorn's grip even if this means going to courts</i>' is unhelpful. Axel attends this school because of a permanent exclusion and when this occurs it is the local authority that places a child. Axel now has an EHCP seeking a mainstream school, which was what you wanted in your submissions to the authority. At this point in time, you want specialist provision and there is a process that you need to follow which you are now aware of because we have explained that to you in detail in a meeting supported by a representative from Sendiass.</p> <p>5. You told me that Axel's views on transfer are as important in leaving Acorns. However, I disagree. Axel is 14 and has autism that affects his reasoning as compared to the majority of other 14 years old who are not on a spectrum . His views on education are distorted. As his parents, our views are the ones that overwhelmingly matter because we know better. It is not a democratic process where his views override ours. What we are requesting Acorns to do is to help him reason and ultimately do what is good for him, which is what we are fighting to achieve. You know that he cannot move on at Acorns.</p> <p><b>Axel's views are very important in this process as he needs to find a school that he is able to attend regularly, enjoy working with peers and staff and have success. I am unable to comment further here.</b></p> <p>6. Acorns represents the past that he wants to forget. Beside, as a referral centre, Acorns receives traumatised young people, often upset and disappointed that sitting down and learning is their last thing. This is why Axel has found it difficult to attend such classes in the past. However, Axel has been in the class before at Range High, full time for over two years. You know as much as we know that Axel does not need to prove himself or to Acorns any further that he is</p>			
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	<p>capable of being in a classroom with others. Of course he is. He would be able to attend when others in the classroom want to learn, something that Acorns is not equipped to assure its learners because of its very nature of being a referral centre. On the other hand, specialist schools are equipped to give that learning environment to Axel.</p> <p><b>No further comments to add here.</b></p> <p>I hope I have shared with you our parental position and objective. Axel must leave Acorns and start a new life in a special school of our choice. We will visit them with him, and please rather than using his reservations to derail this objective, assure him that it will be good for him. Visit special school with him to show that he will not be with young people who are too ill in the same class. Debunk these myths with him. Don't play on his fears and vulnerability. Don't record bad things about him. Record good things. Build him up. And please remember he is our son and, post Acorns, he has a life journey with us. And when all the dust has settled he will blame us (his parents) and himself for things which are not his fault. The decisions you are making on him and other children in your care now, will follow them for the rest of their lives but Acorns will not be anywhere to be seen. Axel is likely to be dependent on us (his parents) for the rest of his life as compared to his peers who are not on a spectrum. The stake is extremely high for us.</p> <p>We understand that Axel's transfer is ultimately up to West Lancs DC/Lancashire Education Authority but what Acorns is doing in the meantime matters more. After all the Local Authority takes seriously what you report on Axel. You have unbelievable powers over his life.</p>			
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	<p><b>As stated previously, in this email and in the meeting of 23rd April, we will support Axel - as we always have done - since he became a student at Acorns.</b></p> <p>Thank you.</p> <p>Alphonse</p>			
27 <sup>th</sup> April 2021	<p>Axel came straight to class and said to Mrs Allred "My dad says that you (Mrs Allred) are alright, but he thinks the school is a prison and the staff are evil. I don't agree with him, and I told him I would tell you". Mrs Allred advised Axel to concentrate on his work and focus on getting as high a grade as he can and he settled to his work. Mrs Allred sent a text as normal to dad at the end of the day "Axel has done well today"</p>	Education	CPOMS (Page 41)	20
29 <sup>th</sup> April 2021	<p>Can you clarify for me what Axel's timetable is for next week so I can discuss with him tomorrow?</p> <p>After the email on Tuesday from dad: I haven't discussed it since. On the Monday I had mentioned to Axel about cooking and possibility of Science and Axel had replied that he didn't like cooking.</p> <p>If you let me know what was agreed I can then ask Axel to give it a try next week and see how we get along.</p>	Education	29.04.2021 Email re Axel's timetable	155
5 <sup>th</sup> May 2021	<p>When Axel arrived in Science lesson 3, peers CMcR, BK and OH shouted 'hey that's the kid who stabbed someone' 'did you stab someone'? Axel denied doing this then put his head down on the desk. During this someone who's voice couldn't be identified due to the raised voices shouted 'Brownies'. Axel remained insular for the remainder of the lesson.</p>	Education	<p>CPOMS (Page 37)</p> <p>05.05.2021 Email thread re issues in science</p> <p>05.05.2021 Email thread re Axel in Science</p>	<p>20</p> <p>156</p> <p>157</p>

	Joanne Hodson asked Dad to come in for a meeting either this week or next week. He refused to do so, saying he would not attend unless an agenda was sent out to him first.			
6 <sup>th</sup> May 2021	<p>Dear Mr. Rudakubana,</p> <p>We contacted you today to ask you to come into school to discuss an issue of some importance. You declined to meet with us, so I am writing to outline our concerns.</p> <p>Axel joined the Rowan class on Wednesday 5<sup>th</sup> May, as per his new timetable. The aim of this was to once again try and re-integrate him into a small class. He was in class with Rowan from 1.30 to 2.30pm and there were 5 other learners in the class.</p> <p>Mrs. Allred had agreed with Axel that if he felt unsafe or uncomfortable, then he was to let an adult know and that we would deal with it.</p> <p>Following the science lesson Axel went to his 1-1 session with Mrs. Allred, who sent me the following email:- "Axel has come into lesson from Science saying he did not like the lesson. Jill brought him to class, and he had already told Jill this. He said he did not think there would be so many people in the class. I explained it was only for 3 weeks. Axel said that is a long time and he is not going to go to the lesson again. He said the work was okay."</p> <p>Mrs. Ellison (Jill) then reported to me that she was concerned about some of the comments that had been directed towards Axel in the lesson by some of the other pupils. She was concerned that some of the comments may have been racist.</p> <p>As we have a zero-tolerance approach to racism, this was taken very seriously.</p> <p>Next steps:-</p>	Education	<p>Letter home from Joanne Hodson 06.05.2021 re possible racist incident</p> <p>CPOMS (Page 37)</p>	<p>158</p> <p>20</p>

	<p>Miss Cutts and myself took each pupil from Rowan this afternoon and interviewed them individually to ascertain which comments had been made and who had made them.</p> <p>Pupils were given warnings and were reminded of how seriously the school takes any form of racism.</p> <p>Miss Cutts and myself spoke to each of the adults who had been in the room to find out what they had overheard (one teacher and two key workers).</p> <p>Mrs. Allred and Mrs. Lewis spoke to Axel to find out if he had heard any comments which caused him any concern. He confirmed that he had not. Axel reiterated that he did not want to go back into the science class as it was too noisy for him</p> <p>It was agreed with Axel that instead of going back into Rowan class he will be taught Science by Mrs Lewis, with work planned and supplied by the specialist science teacher.</p>			
<p>6<sup>th</sup> May 2021</p>	<p>On arrival into lesson Axel asked Mrs Allred "can you explain to me what Prevent will be doing?" Mrs Allred explained it is very important he understands that he is not in trouble. It is to do with safeguarding and it is a new thing mainly because of the internet. Mrs Allred explained if it was something else that he had shared to do with safeguarding it is passed on to check that he is safe. Mrs Allred said this is the same thing and is do with safeguarding. It is because there are some people who target young people to use them for violence and it's important Axel understands how that happens so he can keep himself safe. Mrs Lewis joined the conversation and explained a police officer will talk to him about what he is looking at and check that he is going on safe websites. They may just have a conversation and that is it -or they may decide to do some work with him to raise his confidence and self esteem, or they might make a referral to early help to support at home. It depends on what they decide is the best</p>	<p>Education</p>	<p>CPOMS (Page 36)</p>	<p>20</p>

	<p>thing to do. Both Mrs Lewis and Mrs Allred checked with Axel he was happy with this and encouraged him to ask again if he had any questions. Later on in the lesson Mrs Allred raised a question about yesterday's lesson how did he find it? He said he didn't like it. Mrs Allred asked did he witness any racist comments yesterday in the group and he said no. Mrs Allred asked was anything else said or done that made him uncomfortable and Axel said no. Mrs Allred asked how does he feel generally about the group and he said it was noisy. Axel said he found the other smaller group easier (when he attended Science lessons in the Autumn term 2020) than that group. Mrs Allred complimented Axel on coping so well and better than the last group- particularly as it was harder. Axel said he doesn't like sitting at the front and prefers to sit at the back when he is in class. Axel said he did not want to go back into the class. He recounted unprompted that he had heard a racist comment when he was in class (Autumn 2019) he had heard a pupil "use the N word". He described the pupil and said it was when he was sat next to him on the computers and other people heard it. Both Mrs Allred and Mrs Lewis said that they would look into this and they take any kind of racism seriously. Mrs Allred thanked Axel for being very open about the issues and because of that we can help. Mrs Allred said it was good to try a group and we may try a group in the future as it is important for Axel to try groups and get used to them however we understand students in school can be noisy and disruptive and this is difficult. Mrs Allred and Mrs Lewis explained he will have his Science lesson tomorrow with Mrs Lewis in her office instead of the class. Axel seemed very happy about this and nodded in agreement.</p>			
<p>10<sup>th</sup> May 2021</p>	<p>Dear Mrs Hodson, I hope you are well. Please find attached completed form to inform EHCP mtg on 20/05/21. I spoke with Axel last sessions about some of the things that he struggled with during the Science lesson he attended last week which was part of his increased time at Acorns. I am wondering if we can talk about how to</p>	<p>Education/ CAMHS</p>	<p>10.05.2021 Email thread with CAMHS re</p>	<p>159</p>

	<p>support Axel with some of the difficulties he experienced i.e. his seating position which seemed to increase his anxiety and difficulty with disruption from the other pupils in the class. Axel wants to spend more time at Acorns but explained that he struggled in the classroom He talked a lot about sensory difficulties.</p> <p>Please let me know who best to speak with to gain their perspective on how Axel presented - I am due to see Axel tomorrow prior to him attending Acorns. Many thanks</p>		<p>supporting Axel in Science</p> <p>Learner passport 14.4.21</p> <p>AR PLP Sep 20</p>	<p>140</p> <p>141</p>
11 <sup>th</sup> May 2021	Email to Alphonse to say staff are discussing Axel's PLP with him	Education	11.05.2021 Email to Alphonse re Axel's PLP	160
13 <sup>th</sup> May 2021	<p>Mrs Allred had a phone conversation with Sam Steed who is Axel's mental health practitioner:</p> <p>Sam explained that she is seeing Axel regularly - to date he has had weekly sessions which has also included parent time. Sam has met Axel's mum on one occasion. All sessions have been via Attend Anywhere (web camera). Sam explained that she has worked to improve Axel's routines, so he sleeps better at night. This has been successful which has meant Sam has been able to change appointments to earlier in the day - one appointment being as early as 10.30 am. Axel has attend with ease and is always keen to talk. Sam said this is working better for Axel as previously he would leave straight for Acorns after sessions without time to process things and prepare for learning. Sam explained that Axel shared with he was not leaving the home except to come to school. Sam has set goals with Axel and asked Dad to take Axel out for a walk in his local area every day however she has recounted that Axel shared this actually only happened once or twice as Dad said he thought he had to drive to places to take Axel for walks. Axel shared that dad has driven him to</p>	Education/ CAMHs	CPOMS (Page 35)	20

	<p>places for walks once or twice since we set the goal. Sam has explained to Dad that he needs to take Axel for walks around the block with a view to Axel being able to build up confidence to do the same on his own. Sam suggested that when Axel is ready Dad could leave him half way and walk the other way to meet up with him. This will take time. Axel is anxious re leaving the home and needs the support of his father. Axel does not initiate walks and needs his dad to structure it into his morning. Axel is now awake early and so there is more time for this. Axel reports feeling better for having more sleep. Diet has also been addressed. Axel wants to eat less processed food and is dependent on his parents to cook food from fresh and give him the opportunity to taste new things. Sam said that Axel presents as having positive morals and has strong views about what is right or wrong and does not like untruths. Sam said that dad wants the best for Axel and is understandably upset at the experiences that Axel has had on his education journey to date. Dad has at times not quite understood what she is trying to do and has been rigid in some respects in terms of how he thinks things should happen i.e. insisting on face to face attendance at EHCP meetings, not responding to requests from Axel to try new recipes that have been shared to replace processed food saying that Axel will not like the taste. Axel's relationship with dad can be difficult as Axel does not feel that dad is doing the things that he should be and may say things that do not capture Axel's true presentation or needs. i.e. Axel shared that his dad should cook food and then show him how to make things - as Sam had suggested that they make pizza together at home. Axel used the analogy of a child teaching a parent how to drive/ or learning alongside a parent how to drive as opposed to a child learning from a parent. Axel is sharing that he needs his dad to lead the way on certain things. Axel has been willing to work with her and she has found Axel very easy to work with as he is always prepared to talk about his experience of anxiety and share what he would like to be different in his life. Following CAMHS sessions, Axel has become more willing to look at Specialist School Provisions and he is also more</p>			
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	<p>willing to talk about his own learning needs which he prefers to view aside from any diagnosis of Autism. Sam said that Axel has read the latest parent view comments for the EHCP review and Axel told her that dad has said that he has experienced problems with his long and short term memory over the past year. Axel disagrees with this and has said 'it makes it sounds like he has got dementia'. Sam said she hasn't seen this in sessions to date and Mrs Allred agreed that she hasn't seen this. Sam said Axel wants to be included in presenting his strengths and difficulties and in contributing to sharing with others what his needs are this allows him to feel he has some control over his future. Axel is an intelligent young person - who is motivated to learn - he has told Sam that he has started to teach himself German. Axel has been willing to learn about and accept that there is a spectrum related to Autism. He has grasped that everyone has individual learning needs and it is about trying to meet these in the best way possible to help him to achieve his full potential and to aid his journey through life.</p>			
13 <sup>th</sup> May 2025	<p>Samantha Steed from Alder Hey contacted JH to state that Dad had phoned her and was insistent that she attend the review meeting in person next week. She explained to him that she was attending on TEAMs, as other professionals would be. She was worried about some of the things that Dad had been saying and said that he could get himself into trouble if he wasn't careful. Pam J to send a text2p to remind Dad that the meeting on 20/05/21 is on TEAMs at 10.30 am JH to email SENDIAS to also confirm this, and will copy Dad in.</p>	Education/ CAMHs	CPOMS (Page 34)  13.05.2021 Email thread confirming meeting on TEAMs 20th May	20  161
13 <sup>th</sup> May 2025	<p>Dear Mrs Hodson,  Thank you for you letter received by post. Regarding the aforementioned meeting, I asked the caller if I could speak to you over the phone. She said that you were not available. I</p>	Education/ Local Authority/ CAMHs	13.05.2021 Email thread re Alphonse response to JH letter	162

	<p>wanted to suggest that we would meet via Zoom because it works just as good as having a physical meeting in school and it removes the safeguarding concerns that Mrs Eccleston has.</p> <p>However, I will continue to attend meetings in person when there are a third party in attendance such as other agencies (if it is not just me and you). However, I am not ruling out coming to school alone when there is such a need.</p> <p>In your letter you said that some students were racists to Axel on his first day in the classroom. May I know what was actually said to him by those students in question that was racist? Again if you prefer discussing it we can arrange to meet on Zoom or in the review meeting. You can also phone or send a letter, whichever is convenient for you. I would like to thank you for taking steps to protect Axel.</p> <p>With regards to the upcoming review meeting on <a href="#">20 May 2021 at 10:30 am</a>, I wanted to ask if the meeting will be held at Acorns premises. I understand that the CAMHS rep will attend by the TEAMS, which is confusing for me. As you are aware, Axel is not comfortable with and is likely not to show up if the review meeting is virtual. It is important that you keep us informed in order to remove the confusion and to help Axel prepare.</p> <p>I look forward to hearing from you.</p> <p>Kind regards,</p> <p>Alphonse</p>			
17 <sup>th</sup> May 2025	<p>Axel has just shared with me: Axel tells me that yesterday he was talking to his dad about the cooking in the house -generally how his dad doesn't cook. Dad said you can go to a children's home but it's not nice there. You will get treated really badly there. He has said this</p>	Education/ CAMHS/ Social Services	17.05.2021 Email thread with CAMHS re	163

	<p>before, and it makes me really angry. I threw juice at him. Normally I warn him if I am going to do this - it was a smoothie. Axel said that Dad he was taking pictures and videos of the juice and himself (as the juice landed on him) as a record for the police. Axel said to his dad that he (dad) used to hit him (Axel) and that was worse. He used to hit me when I was younger. I think he is now scared to hit me. Axel's dad said this can't carry on. Axel was angry that his dad denied hitting him and that he was making out that he was the victim, so Axel hit him in the head -on the top of his head. Dad said you are really violent and dangerous. If you do what you do to me other people will kill you. Axel said he would tell school on Monday and Dad said okay, I will delete the photos and videos if you don't say anything. Axel asked him why he had taken pictures and videos and his dad said because he thought he might call the police. This was recounted to me by Axel during the lesson. Axel read this typed up account to check it was all accurate. Mrs Hodson came in to listen to Axel and read the account. Mrs Hodson said we are not going to react to this but respond and we need time to think about it. Mrs Hodson asked does Axel feel safe at home and Axel said yes. Mrs Allred encouraged Axel to speak to his mum.</p>		<p>safeguarding concerns for Axel</p> <p>CPOMs with actions and agency involvement (Page 32)</p>	<p>20</p>
<p>17<sup>th</sup> May 2021</p>	<p>Mrs Allred rang dad to recount Axel's disclosure given to Mrs Allred and Mrs Hodson earlier today. Mrs Allred said that Axel had told us that he(Axel) had an argument about cooking and had thrown juice on him (Dad) and hit him(Axel hit Dad) on the head. Dad said he doesn't know why Axel is saying this as everything is fine at home and there isn't a problem. Dad said Axel likes to talk to other adults and finds it easier to talk to other adults. Dad said that Axel is trying to find his identity. Dad said it is very difficult working with an institution like Acorns as nothing is normal. Mrs Allred offered support and explained she rang as Axel has told us this and as his Dad he does need to know. Mrs Allred asked if he was okay and Dad said they are fine. Mrs Allred offered an early help referral if he wished and Dad said we do not need any referrals. Mrs Allred asked Dad to please get</p>	<p>Education/ Social Services</p>	<p>CPOMs (Page 31)</p>	<p>20</p>

	in touch with school if he needs support or changes his mind in the future			
20 <sup>th</sup> May 2021	<p>EHCP Review meeting held 20/05/21</p> <p>Carole Power SENDO Lancashire South                  Gayle Lavelle SENDIASS                  Samantha Steed Senior Mental Health Practitioner Alder Hey                  Alphonse Rudakubana Father                  Laetitia Muzayire Mother</p> <p>Axel Rudakubana declined to attend. It was clarified that he was not off screen listening to the meeting.                  Joanne Hodson The Acorns School.</p> <p>Joanne Hodson opened the meeting and explained why the review was being carried out. Joanne Hodson read out Axel's views and parents views. Joanne Hodson then explained the views of the school. Joanne Hodson stated that The Acorns could not meet Axel's needs and neither would he be suitable to go back to mainstream. Joanne Hodson explained the different steps that had been taken as part of the graduated response, including trying to reintegrate Axel back into class. Joanne Hodson explained the reasons why this had failed and explained the racist incident in the science lesson and how it had been dealt with. Alphonse Rudakubana wanted to raise his objections to the letter Joanne Hodson had sent to him regarding the incident. Said that he had not refused to come in. Asked that Joanne Hodson communicate better with him. Joanne Hodson said that it was very important that this meeting was about Axel's EHCP and his needs.</p> <p>Alphonse Rudakubana then challenged the educational advice document. He asked for amendments to be made. This was clarified that Alphonse Rudakubana did not agree that in a discussion in November he had said that Axel refused to do his English h/w at a previous school. Joanne Hodson agreed to change this. (Later clarified with Maggie Allred and this statement was correct.) Sam Steed intervened and spoke to Alphonse Rudakubana saying that we could</p>	Education/ Local Authority/ CAMHS	<p>CPOMS (Page 29)</p> <p>All EHCP Review Documentation shared with LCC</p> <p>21.05.2021 Email thread re German tutor</p> <p>26.05.2021 Email thread follow up re German tutor</p> <p>20.05.2021 Email thread follow up with CAMHS following EHCP meeting</p> <p>Professional advice towards the review updated on 27.05.2021</p> <p>22.05.2021 Email thread of historic emails with the Range, supplied by Alphonse</p>	<p>20</p> <p>169</p> <p>164</p> <p>165</p> <p>166</p> <p>167</p> <p>170</p>

	<p>not go through every line of every document and again stated that the meeting needed to focus on Axel's needs and his EHCP.</p> <p>Carole Power then stepped in and summarised discussion so far. Said that it was a new plan, only finalised in August last year. That Axel had recently received an ASD diagnosis, he had only been on the pathway when the last plan was completed. She agreed that as a short stay school, The Acorns was not the correct place for someone with Axel's needs. Carole Power agreed to take a revised plan to panel for a change in recommendation to a special school. She pointed out that finding the right school would not be easy as the Educational Psychologist says that Axel has no learning needs. A new school would need to challenge him academically whilst meeting his ASD needs. Carole Power asked Dad whether he was expressing a preference for Presfield Special School, as he was allowed to do that, but Dad said he wasn't as he didn't know which schools were available.</p> <p>Alphonse Rudakubana then said that he had thought that Axel could cope in mainstream, but he now thinks that Axel should have been in special school even then. Alphonse Rudakubana repeated that the educational advice was wrong and that he had struggled with h/w rather than refused it. Joanne Hodson again stated that she would change this. Alphonse Rudakubana said that "we were in denial when these things happened. I didn't think that special school was for him. I was wrong" He then got quite agitated stating that the things Acorns were saying about Axel not coping in class would stop him going to special school and we were trying to keep him at Acorns. He was reassured by all the professionals in the meeting that this was not the case.</p> <p>Sam Steed then updated on her work with Axel. He had been referred to her with anxiety after his experiences at school and after receiving his diagnosis. Axel has engaged with Sam Steed and she has been able to carry out an assessment of his needs. Axel is very clear about what he wants to work on. Which is school, both his experiences at Acorns</p>			
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	<p>and his past experiences. He has been talking about his views on special school and is on a journey to discovering about himself and his needs. Sam Steed emphasised that transition will be really important for Axel. Alphonse Rudakubana said that Axel was showing willingness. The visit to Presfield had been a big thing for him as it takes time to get to know new people.</p> <p>Carole Power summarised again and asked for Sam Steed to resend her professional advice to include some of the detail that she had just shared, Carole Power said that a decision from panel should be received within 3 weeks. It was agreed that in the interim Acorns would provide 2 hours a day on 1-1. JH agreed to speak to NTAS about a German tutor and Carole Power said that Inclusion would fund this.</p> <p>Alphonse Rudakubana then said he wasn't happy with the documents in the EHCP review. He said that he didn't want the sections that read "A risk assessment to be completed to identify and minimise the risk for Axel and those working with him". There was some discussion about this. Joanne Hodson stated that the clause needed to stay and that the risk around Axel needed to be identified and managed by any school working with him. Alphonse Rudakubana said that he wasn't happy that school had written this. Joanne Hodson pointed out that she hadn't written it, it was from Axel's EHCP plan and had been written into the plan on professional advice.</p> <p>Sam Steed asked whether parents were worried about it because Axel was a "young black male" and because of what people might think reading it. They nodded in agreement. Carole Power said she would look to see where the professional advice had come from, but that the statement would need to be included.</p> <p>Alphonse Rudakubana then requested that emails between himself and Range High be included in the EHCP review file, along with YOT notes and notes from the police investigation. Carole Power said that the EHCP was about Axel and his needs. Gayle Lavelle said that she</p>			
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	<p>would meet with Alphonse Rudakubana separately and would look at the information to see if there was anything pertinent that needed to be included.</p> <p>Carole Power then left the meeting.</p> <p>Alphonse Rudakubana then challenged Joanne Hodson about the letter written by Joanne Hodson concerning the racist incident in science. He at first denied that he had refused to meet with Joanne Hodson, but then said "I can't be coming up to school for every little thing". Joanne Hodson said that she didn't consider a racist incident to be a little thing and that she had not wanted to discuss it over the phone.</p> <p>Sam Steed then asked to speak to parents about how to share the information with Axel about the outcomes of the meeting.</p> <p>Joanne Hodson left the meeting</p>			
28 <sup>th</sup> May 2021	EHCP Review Documentation completed by Joanne Hodson to include updated educational advice, professional view and parents and child view. Sent to Carole Power so that EHCP could be updated.	Education/ Local Authority	ehc-annual-review-summary-report-form (2)	168
30 <sup>th</sup> May 2021	School closed until 12 <sup>th</sup> June because of a Covid outbreak in school	Education	30.05.2021 Email re school closure	171
7 <sup>th</sup> June 2021	Email about Axel moving to a new 2-hour timetable with a new member of staff and management of risk	Education	07.06.2021 Email re Axel revised timetable and management of risk	172
7 <sup>th</sup> June 2021	I hear you have Axel 1.30-2.30 tomorrow and Thurs?	Education	07.06.2021 Email to staff with	173

	<p>Attached is his most recent learner passport. It's useful and I wrote it with Axel so these are his own words. He is very autistic but is not happy at all with this diagnosis.</p> <p>He currently can't log onto the computer so you will need to reset it to get onto the network. His password for Teams is <span style="border: 1px dashed black; padding: 2px;">DPA</span></p> <p>Triggers:</p> <ul style="list-style-type: none"> <li>• Writing about him/talking about him behind his back/not being straight with him</li> <li>• Reacting strongly to anything he says</li> <li>• Strongly disagreeing with him</li> <li>• On a computer unsupervised -he will look on the internet as his obsession! -see below. He sees no reason to not look on the internet, so I have said he has to stick with the work he has given otherwise he is not focusing on his work.</li> </ul> <p>Diffusers:</p> <ul style="list-style-type: none"> <li>• Meaningful well-structured challenging tasks</li> <li>• Talking about his interests -but get him back on task. His main interest and obsession is world politics, in particular conflict and war. Referrals have been made to Prevent but it seems that he is not at risk as he looks at reliable sites and just forms strong opinions. He knows about the referral, and we have been really straight and said he needs to keep his views balanced and not listen to anyone who tries to persuade him they are right and to follow them -he gets that.</li> <li>• Something to focus/look at -he doesn't like looking at people sometimes.</li> </ul> <p>Make sure you document anything of concern let me know if I can help in any way. Make sure you both listen to what he says so you have a witness to what you're saying and what he is saying. Don't</p>		<p>safeguarding advice re Axel</p> <p>Learner passport 12.05.2021 (completed with Axel)</p>	<p>174</p>
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	<p>Speak to dad/home on the phone -check with SLT first before you ring.</p>			
10 <sup>th</sup> June 2021	<p>Email exchange with Alphonse re feedback from Axel's teachers</p>	Education	<p>10.06.2021 Email with Alphonse re feedback from lessons</p>	175
10 <sup>th</sup> June 2021	<p>Two email threads re Axel's sensory issues in the taxi</p>	Education	<p>10.06.2021 Email thread re issue with Axel's taxi</p> <p>11.06.2021 Email thread re response to taxi issue</p>	176 177
11 <sup>th</sup> June 2021	<p>Axel has managed all the changes this week. Finding it hard to concentrate at the end of the day but that will be better next week as he gets used to the 2 hours. He is doing well in English and Maths and started a website in ICT.</p> <p>He queried why there are 2 teachers in ICT and I said as CW and I are High Support Teachers we can have pupils on our own but usually classes have a teacher and TA and Miss Hodgkinson works with Miss Heaton anyway.</p> <p>I explained there was confusion with Science as I taught something a little different to the Science teacher but I have a plan to resolve that (I didn't explain what- but its using BBC bitesize. My teaching was correct- Axel told me it wasn't true!).</p> <p>Dad was happy with all that and very pleased the report was so positive.</p>	Education	<p>11.06.2021 Email re Axel progress report</p>	178

<p>17<sup>th</sup> June 2021</p>	<p>Mrs Allred rang home to get a more detailed picture of why Axel is not in school. Mum has phoned school each day to say he has hayfever and can't come in.</p> <p>School received an email from CAMHS (Sam Steed) that he has not attended his sessions this week. Mrs Allred asked that mum let CAMHS know and mum corrected Mrs Allred and said she had spoken to them (see email from Sam Steed).</p> <p>Mum said that Axel has said he can't go to school because it could be Covid and Mum has done a LFT test with him. Mrs Allred asked if the hayfever is the same as last year? and mum said yes. Mrs Allred said it probably is just hayfever, but if he wants to be sure go and get the full test done. Mrs Allred said that if he is off for more than 3 or 5 days he must get a note from the GP to confirm he is not well. Mrs Allred advised mum to phone the G.P to get advice and let Axel know if he is off for longer he needs that G.P letter. Mrs Allred asked mum to keep us informed how he is doing and hope to see him back soon and if they think it is school refusing rather than illness to let us know and we will work closely together to encourage him back into school. Mum was happy with this.</p> <p>Email from Sam Steed and reply from Mrs Allred: Wed 16/06/2021 12:19 Dear both - I just wanted to check in with you re AR. He did not get up for our session this week which is unlike him. He had expressed some frustration with talking all of the time about what he finds difficult, and mum shared that he seems to have taken steps backwards re leaving the home. I am just wondering how he is presenting at Acorns. Mum and dad shared that he seems to be enjoying ICT. Also, I spoke with parents about finding out about support services for cyp with Autism as Axel said that he would engage with a Mentor. Are you aware of any services in the area? I'm</p>	<p>Education/ CAMHS</p>	<p>CPOMS (Page 26)</p> <p>17.06.2021 Email thread re Axel absence</p> <p>16.06.2021 Email thread with CAMHS re Axel absence</p>	<p>20</p> <p>179</p> <p>180</p>

	<p>not familiar with the area but contacted one service I thought might be able to help but have not received a call back.</p> <p>REPLY FROM MRS ALLRED 1.50pm 17.6.21 I have just spoken to mum here is our record (see above) It could be anxiety over Covid or it could be hayfever or it could be the stress of 2 hours a day in school - he is finding it challenging but is also managing to engage. It could be all of the above! Please keep us informed: we will do the same and hopefully he will re-engage soon and continue to move him forwards. Mrs Allred then texted mum to say that if he does the full test and it is positive he won't need a Dr's note and will need to self isolate for 10 days.</p>			
28 <sup>th</sup> June 2021	<p>Chloe Hodkinson rang Pam Jaeger to say Axel was going to be sick. Pam Jaeger informed dad and he said he has problems eating. Dad said it was ok to send him home.</p>	Education	CPOMS (Page 26)	20
29 <sup>th</sup> June 2021	<p>During his teaching session, Axel asked Jan Lewis DSL about seeing records about him regarding his PREVENT referral. Jan Lewis DSL refused stating that it was confidential but that he had nothing to worry about. Axel became aggressive and walked out of the session with Mrs Allred High Support Teacher.</p> <p>Jan Lewis DSL then sent an advice request to MASH regarding access to students own safeguarding records by students. Response from MASH 02/07/2021 Reply from MASH confirmed this is the correct response as students do not see safeguarding records in case it causes undue distress or worry.</p> <p>Mrs Allred spoke to Axel's mum (with weekly phone-call update as agreed) and reported to mum that he had a difficult day on Tuesday and once again Axel was worrying about paperwork and he fell out</p>	Education/ Local Authority/ Social Services	CPOMS (Page 25)	20

	with Mrs Lewis as she told him some he can see and some he can't and that is normal in schools. Mum listened and said she understood.			
1 <sup>st</sup> July 2021	Email about single point of contact with Axel's parents	Education	01.07.2021 Email thread re contact with Axel and parents	181
13 <sup>th</sup> July 2021	Mrs Allred rang Mum on her request as Axel was refusing to attend today. (Miss Holcroft was present during the call). Mrs Allred asked if Axel had said anything as to the reasons why and Mum said no. Mrs Allred said that Axel has been fine in school apart from being asked not to go on his own webpages in his I.T lesson (it is a school rule that students only use the webpages that are part of the lesson: the webpages were not a concern) and he was still cross that he can't read everything that is written about him and he is worrying about the Prevent referral. Mrs Allred said it is normal that there is paperwork about a student that they don't see. Mum understood and said that is fine. Mrs Allred explained Axel's new timetable for next year and the reasons behind it. Mum understood. Mrs Allred asked Mum's permission to let Sam his CAMHS worker know so that she could support him with the changes and Mum said that is fine. Mrs Allred said that she would copy Mum into the email.	Education/ CAMHS	CPOMS (Page 25)	20
13 <sup>th</sup> July 2021	Following phone-call with mum today Mrs Allred rang Samantha Steed (Axel's CAMHS worker) to update her on Axel. Mrs Allred explained she was concerned and wanted to make her aware that Axel was paranoid about things being written about him. Mrs Allred asked if it is okay to discuss this with the parents or if would concern them unduly. Sam said it is fine and they are aware anyway. Sam said that she is still working with Axel and will see him tomorrow. Sam said that he has started on medication very recently but now that he has the medication he doesn't want to talk to her anymore. Sam also	Education/ CAMHS	CPOMS (Page 25)  14.07.2021 Email update to CAMHs	20  182

	<p>said that the parents have made a self-referral to social care who are currently working with the family.</p> <p>Mrs Allred sent a follow-up email to Sam and copied in Mum and Dad. Sent Wed 14.7.21 1pm: I spoke with Mum yesterday regarding Axel's provision in September. With a view to Axel preparing for another school we are providing a tuition slot in the morning and integrating him into a small class with another pupil which it is hoped will increase his opportunities. I will still be teaching him, and it will be in 9-11 each day. I realise you have done work with Axel improving his sleeping patterns and routines at home so I am emailing to ask if you can support Axel with these changes Parents are already aware of these changes, and I hope to discuss these changes with Axel this week so any time after then would be useful. I also discussed with Mum that Axel didn't want to attend yesterday, and he refused to work last week when school was closed due to Covid. Mum and I explored possibilities and school closes on Friday so I cannot explore further until September. It would be helpful if Axel does discuss this with you and you make any progress to let me know? Kindest Regards, Maggie Allred</p>			
16 <sup>th</sup> July 2021	<p>Spoke with Axel's dad as agreed regarding Axel's non-attendance yesterday. Mrs Allred spoke about his reasons for non-attendance and queried what the reason could be. Mrs Allred referred to reasons discussed with mum for Axel not attending. Dad said that Axel is on medication, but this isn't the reason for his change in behaviour as the medication is not strong. Dad said he thinks the talking therapy is not working for Axel and so now he sees Sam once every 3 weeks instead of once a week. The Prevent referral was discussed and Dad said that Axel insisted on seeing it. Dad said it is a matter of trust and teachers should not have the right to do this without parents knowing and it is about seeing if people are "an enemy of the state". Dad said that he agreed with Axel it was wrong that this went to Prevent. Mrs Allred explained that some information is for adults, and they would be discussed with parents and that is why Mrs Eccleston discussed it</p>	Education	CPOMS (Page 23)	20

	<p>with them however it isn't for Axel to see as he is a child. Dad suggested that Axel bring in the written information and discuss it with us as he trusts Mrs Allred and Axel needs people who are open and honest. Mrs Allred said it is really useful to know that as this could be the reason he is not attending and we can deal with this in September. ACTION: spoke with DSL and agreed it is not appropriate to discuss safeguarding documents with a child and to respond to this in Sept when school re-opens.</p>			
19 <sup>th</sup> July 2021	<p>Legal advice received, which contradicts the advice given by MASH not to share Prevent referral with Axel</p> <p>Legal advice: As discussed the legal position is that if Axel is competent – that is that he understands the implications of a request to see his information, he is entitled to make that request. You need to provide him with his data unless you consider that to do so would cause harm to him or another person. Reading his CPOMS there is clearly a balance to be struck between him trusting staff that the referrals were appropriate and preventing any further escalation in behaviour that might come with seeing the records – although not seeing them seems to be also causing a problem.</p> <p>Fundamentally though he has a right to see the records unless this would cause harm.</p> <p>Lynn Brewer</p> <p>Action for Joanne Hodson to contact CAMHs to discuss concerns about harm</p>	Education/ Local Authority	19.07.2021 Email thread re legal advice received	183
23 <sup>rd</sup> July 2021	<p>Good morning Sam,</p> <p>We have had a request from Mr Rudakubana to share some information with Axel regarding a Prevent referral which was made in</p>	Education/ CAMHs	23.07.2021 Email to CAMHs re request to	184

	<p>April. Details of this referral were shared with Mr Rudakubana at the time by Mrs Eccleston, Head Teacher.</p> <p>I am concerned about some of the language that Mr Rudakubana is now using to describe the referral and the risk of harm to Axel if the details of the referral were shared with him.....</p> <p>.....As his Senior Mental Health Practitioner, are you happy for us to share the referral directly with Axel, or do you believe that it might cause harm?</p>		<p>share Prevent Referral with Axel</p>	
<p>30<sup>th</sup> July 2021</p>	<p>Good morning - Apologies for the delayed response. I have spoken with Mr Rudakubana today and he advised that he has already shown Axel the details of the latest Prevent referral you made. This occurred on the evening of the last day he attended School. Mr Rudakubana did not feel able to deny Axel 's request and states that Axel was already aware of some of the details as he was around when this was discussed virtually with yourselves. Something seemed to have triggered Axel's desire to know what has been written about him hence his request to talk about it. I think Axel is likely to have found it unsettling that he has been unable to discuss the details. Axel made a copy as he felt that there were some inaccuracies. He wanted to talk them through with his teacher but forgot to bring them then didn't attend the next day. Axel has not engaged in the session offered today - dad said he woke up just as the session was about to begin. Dad said that Axel is not likely to engage whilst the Olympics are on so asked if his next session could be before he returns to school and in the PM. I will endeavor to offer this to Axel.</p> <p>I am not sure whether Axel will want to talk to his teacher again regarding the incident when he returns in September. It might be an idea to calmly offer the opportunity to discuss the recording given he is aware of the content. There may be things that can be learnt by both/all parties involved. I advised that Axel make notes regarding his concerns about inaccuracies and his perspective on what</p>	<p>Education/ CAMHs</p>	<p>30.07.2021 email response from CAMHs re sharing Prevent Referral</p> <p>18.08.2021 Email thread response from CAMHs re sharing Prevent Referral with Axel</p>	<p>185</p> <p>186</p>

	<p>happened. Mr Rudakubana said that he will speak with Axel's mum about whether this is a good idea as Axel appears to have moved on from his desire to speak with his teacher about the recording of the incident.</p> <p>Further email 18.08.2021</p> <p>Hello All, just to follow on from the previous email. I have met with Axel and we were able to talk about the matter. Axel would like to have the opportunity to go through the content of the referral and rather than him turn up on the first day back and request this I have discussed with him asking if some time can be put aside for him to talk about his concerns re what was recorded. This desire from him appears to be in relation to him being concerned about what people think about him and he wants the opportunity to be able to try and put his view across and attain some level of closure to the matter. It might be that this could be recorded alongside the referral. I believe there was no further action from Prevent and Axel thinks the same. I have let Axel know that I will ask for this and get back to him re whether it is a possibility.</p> <p>Axel did not seem to know about changes to his timetable. I am guessing that mum and dad may be looking to inform him closer to his return to school, but I am not entirely clear of any plan to let him know. Many thanks, Sam</p>			
<p>3rd September 2021</p>	<p>Mrs Allred spoke to Stacey Haydock at 4.30pm. 1.9.21 regarding Axel Rudakubana. Stacey explained that she is the social worker who is completing a family assessment with the family and wanted to know Axel's progress in school. Mrs Allred explained that he has engaged well last year and built a very positive relationship with me-Mrs Allred- as his teacher, and he was able to access the GCSE curriculum (grade 3-4 in Maths and grade 1-2 in English) as well as address his social needs through social stories all of which was very positive.</p>	<p>Education/ Social Services</p>	<p>CPOMS (Page 23)</p> <p>02.09.2021 Email thread with Stacey Haydock re C&amp;F Assessment</p>	<p>20</p> <p>188</p>

	<p>However, this relationship broke down after a formal meeting in school (in May 2021) when school documents were shared with dad which were then shared at home with Axel. This has resulted in distrust and paranoia from Axel which has eroded the relationship despite efforts to review some documents with him in an age-appropriate way. At the end of term Axel said he would not attend school until he could discuss the prevent referral written about him as he didn't think it was accurate. Mrs Allred explained we are currently liaising with his CAMHS worker and legal advice how to proceed with this and would keep her informed as to their progress.</p> <p>Mrs Allred explained she had a meeting a 10am tomorrow with Axel to explain his timetable and starts his timetable every school day 9-12 from Monday. Mrs Allred explained school has progressed his provision since July 2020 from initially 2:1 to 1:1 provision and next week he will be studying with another student at the same time.</p> <p>Stacey explained that she has not been able to speak with Axel as he barricaded himself in his room and refused to see her. when she visited the home. Stacey said she was very aware the relationship between Axel and Dad is difficult and work is needed in this area. Mrs Allred agreed with Stacey that Mum seems very positive and keen to help.</p> <p>Stacey said Axel has alleged that his dad has hit his brother in the summer, but his brother denied this when Stacey asked his brother.</p> <p>Stacey explained that she had contacted SEND to find out the progress regarding finding him an SEN provision. Stacey said there was nothing recorded on the system however when she rang up, they had the record of the meeting and outcomes that an SEN school needs to be found. Stacey asked what Mrs Allred recommended for Axel and Mrs Allred suggested an SEN provision that meets Axel's</p>			
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	academic needs as soon as possible that has a 16+ provision. Also, a keyworker to build a relationship with Axel in the home (at least 6 months ideally longer) to encourage him to get out of the house and engage in physical or social activities that interest him.			
3 <sup>rd</sup> September 2021	<p>Axel had a meeting in school today at 10am to discuss his new timetable. At 10am parents rang school to say he is refusing to attend and requested that Mrs Allred ring them back. Mrs Allred rang back (with Mrs Lewis present) at about 10.10 and spoke to Dad who said that Axel has a "grievance" with school but has asked dad not to discuss it as Axel doesn't want anyone to know what it is. Dad said there are medication issues and he is trying to get the Psychiatrist to prescribe him medication. Dad said that Axel is very nervous but this could be an "excuse" for him not to attend and dad said "I did think it was sorted" regarding Axel attending school. Dad was concerned that Axel may not attend school and asked what school will do in these circumstances will they not do anything?</p> <p>Mrs Allred reassured Dad that we would arrange regular multiagency meetings (every 4-6 weeks) which Axel will be invited to attend to discuss ways forward. Mrs Allred suggested rather than sanctions or pressure remind Axel there is an expectation from everyone that he attends and his taxi will arrive as normal and if he can't attend there will be a meeting about it to discuss ways forward. If he attends don't make a big fuss but support and praise him.</p> <p>Dad asked if it was possible to provide home tuition and Mrs Allred explained that at this point we wouldn't do this as it is very important we encourage him to leave the house as he needs to be able to access opportunities at the end of June and CAMHS would also support us encouraging him to leave the home. Mrs Allred suggested Dad can bring this suggestion to any meetings to see if the situation changes. Dad was happy with this.</p>	Education	CPOMS (Page 22)	20

	<p>Dad said that he felt the pandemic has had a big affect on Axel and affected him greatly regarding school. Mrs Allred said that she understood and it has affected a lot of young people. Dad asked if I had spoken with the social worker and I said yes yesterday. Dad said that Axel wouldn't see her and Dad asked if I could ask that she tries to visit again and I said I would pass this onto her. Dad also suggested that I (Mrs Allred) could do a home visit to talk with Axel. Mrs Allred thanked his suggestion and said it isn't up to her but she will speak to Management about it. The conversation was constructive and it was clear from Dad's tone of voice he was very concerned and worried about Axel not attending.</p>			
<p>3<sup>rd</sup> September 2021</p>	<p>Email sent by Mrs Allred to Sam Steed Axel's CAMHS worker. I have tried the last couple of days to contact you by phone to follow up from the work you have done with Axel over the summer. Thank you for taking the time to talk through with Axel what he would like to do regarding the Prevent referral and our legal team has also advised us so it looks as though discussing it with him may be the best route to take.</p> <p>I have a concern that Axel and dad's lack of trust may then extend further, and Axel will insist to see all written material regarding himself, and that dad may support him in this as he has done with the prevent referral. This request came to light as Axel asked what else has been written about him and what about the referral. He also asked me can the government read his records.</p> <p>Both Axel and dad at times lack understanding regarding the safeguarding duty of care we as professionals have to others and Axel and it is necessary to record and act on these things. Also, discussing information with Axel whilst he is so young and still in a vulnerable place regarding his social needs and opportunities that is recorded in professional terms could feel devaluing which could affect his mental health.</p>	<p>Education/ CAMHS</p>	<p>03.09.2021 Email thread with CAMHS re update on Axel</p>	<p>187</p>

	<p>I am not sure how to proceed on this which is why it would be useful to talk to you to see how you have worked with him and to draw the whole matter to a positive resolution. Just so you are aware I informed you and dad at the end of last term about his new timetable (9-11 each school day) with a view that you could discuss it with him in the summer to prepare for this. I was unable to discuss it with Axel as he refused to attend the last few days of term.</p> <p>He had a meeting today in school at 10am to discuss it but he has refused to attend school. Dad says he has a "grievance" which Axel has requested dad does not discuss with school. It is unlikely he will attend next week but his taxi will still be put on for him.</p> <p>I spoke with Stacey Haydock yesterday who is the social worker completing an assessment of needs of the family. She told me that Axel barricaded himself in his bedroom and refused to see her. In light of this, that Axel seems more withdrawn and harder to reach I am concerned about his mental health and wellbeing. Could you keep us informed how he is? and I will do the same.</p> <p>The conversation with dad today was very constructive and he will keep in touch with us if Axel does not attend school. Next week I will be with pupils from 9-2pm but I am available most evenings after 2.30 if you are able to speak then. I look forward to hearing from you, Reply from Sam Steed: Sorry I am unable to respond to your email due to being on leave until Thursday 9th September 2021. If your email requires an urgent response please contact Sefton CAMHS on <input type="text" value="DPA"/> or the CAMHS Crisis Care Team on <input type="text" value="DPA"/>.</p>			
<p>7<sup>th</sup> September 2021</p>	<p>Axel didn't get in his taxi this morning. PJ sent text2parents. Mum rang to say Axel was refusing</p>	<p>Education</p>	<p>CPOMS (Page 21)</p>	<p>20</p>
<p>8<sup>th</sup> September 2021</p>	<p>Mrs Allred rang dad (3.45pm) and asked how Axel is. Dad said that he is still refusing to go to school. Dad did not give any specific details of what Axel has said regarding this. Dad said that he thinks it is the anxiety -that he has had a long time at home and "he is scared" to</p>	<p>Education/ CAMHS/ Social Services</p>	<p>CPOMS (Page 21)</p>	<p>20</p>

	<p>come back. Dad said that he hoped the medication would help and he is seeing the psychiatrist at CAMHS on the 15th. Mrs Allred asked if he is still talking to Sam Steed and dad said that "she causes more problems". Mrs Allred asked if Axel is okay in himself and not too isolated and asked that dad contact CAMHS if he has any concerns. Dad said he felt that Axel needed other people to talk to that he trusts such as me (Mrs Allred) or the social worker. Mrs Allred explained that she hoped to arrange a home visit and will ring next week to see how he is. Mrs Allred said that she would be in touch with Sam Steed and the social worker and that we will work as a team to support Axel.</p>			
9 <sup>th</sup> September 2021	<p>Pam Jaeger sent text2parents because Axel didn't get in his taxi again today.</p>	Education	CPOMS (Page 21)	20
10 <sup>th</sup> September 2021	<p>Pam Jaeger sent text2parents. Dad phoned back to see if taxi driver could knock on the door in future. Pam Jaeger said to dad I can't promise but I will ask taxi firm.</p>	Education	CPOMS (Page 21)	20
13 <sup>th</sup> September 2021	<p>Pam Jaeger spoke to taxi firm and they said Axel didn't get in his taxi. Pam Jaeger sent text2parents</p>	Education	CPOMS (Page 21)	20
13 <sup>th</sup> September 2021	<p>Mrs Allred spoke to Sam Steed Axel's social worker to get an update on Axel's work with CAMHS and further feedback regarding the request to see the safeguarding record. Sam explained that she had to pass on a disclosure to social services from Axel and that dad was unhappy with this. Sam said that he was not happy with this and didn't understand the reason why. Axel has also said that he throws water at his dad Sam said that she explained to dad that the family needs help and support and that she wouldn't be doing her job if she didn't pass it on.</p> <p>Dad has also said that the work Sam is doing with Axel is causing more difficulty and Sam has been able to talk through with dad and successfully challenge dad by feeding back to him "how do you think this sounds?" when he challenges these interventions and Sam has said this has been successful and dad has accepted that help is</p>	Education/ CAMHS	CPOMS (Page 21)	20

	<p>needed. Sam also said that English is not Dad's first language and it is important to reflect back to him how things may come across.</p> <p>Mrs Allred asked if Sam is intending to do a home visit and Sam said it can cause more problems as Axel is unhappy with his dad so the discussion will create more division between dad and Axel which isn't helpful.</p> <p>Sam speaks to the family on the phone and has spoken with Axel. He often seems to be asleep and he has focussed recently on the Olympics. Sam said that Axel does not seem to be aware of his new times and Mrs Allred explained he did not attend at the end of the term and needed the family to explain this new timetable.</p> <p>Sam said that dad has said that Axel will not attend an appointment at CAMHS if it is 10am. Both Mrs Allred and Sam agreed that Axel needs to feel heard. Mrs Allred expressed concern that Axel is not speaking to anyone at the moment and asked that CAMHS keep a close eye on his welfare as it is difficult for school if he not attending.</p> <p>Mrs Allred expressed her concern that Axel may want to see more written material about him. There are ethical issues as he is only a child and has very little insight into his behaviour and the impact on himself or others as well as professionally challenging to deal with. Sam said that if he requests to see things then he does have a right to see them. Sam said that what matters is that his opinion is heard regarding these things. Sam suggested not going through the document he has already seen it. Rather ask Axel his opinion so that this can be recorded with the record.</p>			
<p>15<sup>th</sup> September 2021</p>	<p>Pam Jaeger sent text2parents because Axel didn't get in the taxi. Dad rang back to say the taxi driver needs to knock on the door because dad was taking Axel's brother to school. Pam Jaeger said she has asked the taxi firm if this can be done and they said they can promise they will do it.</p>	<p>Education</p>	<p>CPOMS (Page 20)</p>	<p>20</p>

16 <sup>th</sup> September 2021	On 15.9.21 Mrs Allred sent a text to dad "I will do a home visit tomorrow about 3.30 if that's okay? dad replied "this week is okay because his mum will be at home. If I was alone I would leave about 2.40 for the school run and be back about 4.30". Next day dad texted: "Good morning Maggie Axel refused to be visited. So the best option is to cancel your visit for another day. The good news is that he told Sam" (CAMHS worker) "and the Dr yesterday that he will go back to school with new medication" (Sam told Mrs Allred on 14.9.21 that he saw the Doctor last Wednesday about medication). "So we have a hope. Thanks"	Education	CPOMS (Page 20)	20
24 <sup>th</sup> September 2021	Pam Jaeger sent text2parents. Dad rang to say Axel's medication is starting to work. He is in a better mood.	Education	CPOMS (Page 20)	20
27 <sup>th</sup> September 2021	Axel didn't get in his taxi again today, Pam Jaeger sent text2parents. Dad just rang to say he was refusing to come to school.	Education	CPOMS (Page 20)	20
30 <sup>th</sup> September 2021	Pam Jaeger sent text2parents because Axel never got in his taxi again today. Dad rang back and spoke to PJ. He said Axel is on his new medication (been on it for one week) and he said it can take up to 3 weeks to get into his system. Dad said he seems a bit better so hopefully fingers crossed we will see him very soon.	Education	CPOMS (Page 19)	20
1 <sup>st</sup> October 2021	Mrs Allred (Axel's teacher) spoke to Axel's dad to arrange a meeting as discussed at the beginning of term as Axel has still not started to attend school. Dad explained what he could do and how Axel is (see email 01.10.2021 to CAMHs). Mrs Allred asked about a home visit and dad said the best time would be 4pm on a Friday. Mrs Allred said that she would speak to Mrs Hodson and get back to him about a meeting in school or at home and hope to arrange something next week. Dad asked if school had heard from the Inclusion Team and Mrs Allred reminded dad that school will not be involved in the process and it is up to him to follow up the new provision. Dad said he contacted them 2 weeks ago and he will try again	Education	CPOMS (Page 19)	20

1 <sup>st</sup> October 2021	<p>Hi Maggie, glad you got in touch - Axel is telling his dad he needs to 'sort something' before he returns to school. Neither will share what this is - Dad wont share because Axel has warned him not to. Dad expressed concern that Axel will make another demand and states that it has nothing to do with school - he feels Axel is 'punishing' him re not going to school. I asked Axel if he would allow you to visit and he referred to the above reason as to why he is not attending and then said he will go back to school soon.</p> <p>The Psychiatrist told him that would take 3-4 weeks for the meds to work so Axel is taking this literally and thinking he will feel something different on the 6th week.</p> <p>I don't know who Sharon is and have had no response from emails to Stacey Haydock re status of social care involvement. I am calling them now to ask what the plan is for Axel and family and include them in terms of concerns that Axel is not accessing school/allowing you to visit.</p>	Education/ CAMHS/ Social Services	01.10.2021 Email thread with CAMHS re Axel not attending	189
1 <sup>st</sup> October 2021	<p>Email sent by Mrs Allred to Carole Power: Since the start of term Axel Rudakubana has not attended Acorns School despite regular calls from school and phone calls with dad. I have explained to dad he is expected to come to school and a taxi will be sent each day. Dad has said that he is okay at home, but still refusing. Dad believes that now he is taking medication for his anxiety he should feel better and be able to attend soon. I intend to do a review meeting inviting Mum, Dad, Axel and his CAMHS worker to attend. Dad tells me there is an Early Help worker. I hope to get her contact also so she can be involved. It is hoped Axel will re-engage soon with provision. Please let me know if there are any further steps we can do or any initiatives you are able to offer. Kindest Regards, Maggie Allred</p>	Education/ Local Authority	CPOMS (Page 20)	20
13 <sup>th</sup> October 2021	<p>Sam Steed (Axel's CAMHS worker) emailed Mrs Allred contact for early help worker with Axel's family:</p>	Education/ CAMHS	CPOMS (Page 19)	20

	sharon.barrett2@lancashire.gov.uk Mrs Allred emailed invite to her for the review meeting -dad already given permission to be in touch.			
14 <sup>th</sup> October 2021	Review meeting held for Axel, organised by Maggie Allred.  Alphonse Rudakubana -Dad (via Teams) Jan Lewis -Acorns school DSL Louise Lewis -Early Help and TAF lead Maggie Allred -Acorns High Support Teacher. Sam Steed -CAMHS Senior Mental Health Practitioner (via Teams)	Education/ Social Services/ CAMHS	AR Review meeting 14.10.2021  CPOMS (Page 17)	192  20
22 <sup>nd</sup> October 2021	Sent text to dad: "How is Axel this week? Apologies that I haven't managed to ring. Half term holiday next week so I will ring when we get back. Kindest Regards Maggie" Dad replied "Hi. Axel is well and happy. Thanks for keeping in touch. Have a good holidays"	Education	CPOMS (Page 19)	20
2 <sup>nd</sup> November 2021	Could we convene a meeting to review Axel's EHCP? This is to allow the Lancashire EP Service to update their advice.  Meeting agreed for 18 <sup>th</sup> November 2021	Education/ Local Authority/ CAMHS	02.11.2021 Email train to arrange further EHCP Review	191
4 <sup>th</sup> November 2021	Axel's mum rang Mrs Allred yesterday afternoon to say that Axel is ready to come back to school on Monday and she wanted me to know so that I could get the work ready. Mrs Allred thanked her and said the work is always ready for Axel and that is great news. Mrs Allred asked if Axel is still working with CAMHS (Sam Steed) and Early Help (Louise Lewis) and Mum was very positive. Mrs Allred asked if it was okay to get in touch with them to get an update and mum was happy with this. Mrs Allred agreed to text dad Axel's times.	Education	CPOMS (Page 19)  4.11.2021 Email re Axel return to school	20  190
8 <sup>th</sup> November 2021	Encompass report received from Lancashire Police:  Risk Rating (this has been graded by the officer as part of the whole incident, not the specific risk to the child) VC Risk Rating: Medium Summary: Child has autism and due to person knocking at front door,	Education/ Police	CPOMS (Page 18)	20

	child has become agitated and has been throwing things at walls. Child calmed significantly on parent contacting police. The MASH will contact you with further information should this be necessary.			
9 <sup>th</sup> November 2021	Email reply from dad after checking review meeting minutes: Hi Regarding the minutes, I read that Axel said to Sam that he is very "upset with Daddy and wants lawyers involved." Please may I clarify that although I was not there when he said it, he did not mean that he wants to sue me. This is being taken care of by the family and we ALL need to respect Axel's wishes that it is not disclosed to anyone from outside the family without his consent. Axel is happy with they way the family is dealing with it. Regarding the next review meeting, I am happy for it to be postponed to the following week. I am available Monday to Friday 10am - 2.30pm except when I have another appointment. Many thanks, Alphonse	Education/ Social Services/ CAMHS	AR Review meeting 14.10.2021  CPOMS (Page 17)	192  20
12 <sup>th</sup> November 2021	Mrs Allred sent an email of review meeting minutes 18.10.21 to Mrs Lewis (DSL) Louise Lewis (Early Help) Sam Steed (CAMHS) and Alphonse Rudakubana (Dad). Requesting that all read the minutes and reply if there are errors or omissions. Dad emailed that he wished the comment that Axel wants lawyers involved with his dad to be removed.  Mrs Allred recalls that Sam raised this in the conversation and recorded it on Sam's comments. Reply from Sam Steed CAMHS on 9.11.21: Dear Maggie et al. I have clarified/reworded the section that involves my comments/ me. Mr R has asked for the comment highlighted to be removed. He may be worried that Axel will read this if he shares the minutes with him. It might need to be explained that the comment needed to be recorded and to have a discussion with him about it. It may be that you are willing to remove it, so I will leave this with you to discuss with Mr R, but I felt it is important for it to read correctly in terms of how the comment came about and what it relates to. If you feel I have recalled the conversation incorrectly, please let me know.	Education/ Social Services/ CAMHS	AR Review meeting 14.10.2021  CPOMS (Page 17)	192  20

	<p>Re Welfare Concerns and Comments Sam suggested that rather than describing Axel's thinking as 'black and white' thinking - it is better to take time to understand 'Axel's way of thinking' which we know can be rigid, but also can relate to his perceptions of situations/times when he has not felt he has been heard, and/or his behaviours have been misunderstood/misinterpreted.</p> <p>RE CAMHS involvement - Sam said that Axel had been told by Dr Aseri CAMHS trainee Psychiatrist that the medication he is on takes 6 weeks to take effect (it is Setraline). Axel has taken this literally and now believes he will be ready for school in exactly 6 weeks. Sam has been trying to explain to Axel that talking therapy would be helpful as well as medication, and to help him understand that Axel cannot rely on the medication alone. Axel needs to be ready to engage in talking therapy again.</p> <p>During today's meeting in relation to Axel not attending School, Dad has said that 'Axel may not be attending to try and punish him' (dad) and that 'Axel may think by not studying it will hurt him (dad)'. Dad told those attending the mtg that the thing that Axel is saying he should not talk about that is preventing school attendance involves Axel wanting him to get the law involved' and has said that he won't attend unless he does what he wants. Dad acknowledged that 'this relates to Axel being upset with him' in response to Sam's questioning what this request for the law to be involved relates to.</p> <p>Mrs Allred replied to Sam's email on 12.11.21 : I have left Dad's account as it is- as it is up to him if he wishes it altered. The reference to a lawyer I have omitted following dad's request that he doesn't agree that that is what he said. This is sensitive information which as a school we were not aware of and instead will record on our safeguarding portal.</p>			
12 <sup>th</sup> November 2021	Axel did not come in today. Mrs Allred sent a text to dad "Axel hasn't come in today -has he said to you why?" Dad replied "He said that he	Education/ Police	CPOMS (Page 16)	20

	was anxious and uncomfortable also unable to concentrate and decided he didn't want to come. Said it yesterday afternoon and repeated it this morning." Mrs Allred replied "Thanks for letting me know. It is good that he is talking about it. I hope to see him Monday - kindest regards, Maggie			
25 <sup>th</sup> November 2021	Mrs Allred received a text from Dad: "Good Morning. Axel is coming into school. Please get Carl to see him today. Thanks" Mrs Allred replied has he got an appointment? Mrs Allred rang Carl no answer. Dad replied "it is too late. My request was for today only because we don't know what will happen tomorrow. Thanks anyway" Mrs Allred sent email to Carl (Coughlan) with the above details and requested- "When you speak to Alphonse can you ensure he contacts you direct rather than the school if he wishes to speak with you and ensure he has your contact details? Many Thanks"	Education/ Social Services	CPOMS (Page 16)	20
1 <sup>st</sup> December 2021	Encompass report received:  Summary: Offender (Axel) with MH issues (autism) during argument with victim (father) over what was cooked for tea, has kicked Father to leg causing no injury. Offender has then thrown plate at red Ford fiesta [DPA] parked outside on driveway, causing front window screen to crack. Police attended several hours after incident occurred and Axel (suspect) had calmed down. Victim (father) does not want to support a prosecution against son and was after advice and support. Victim is aware that a referral will be submitted and consents for contact to be made. The MASH will contact you with further information should this be necessary	Education/ Police	CPOMS (Page 16)	20
2 <sup>nd</sup> December 2021	Amended Draft EHCP issued	Education/ Local Authority	Amended Draft EHCP Plan  26.11.2021 Email update re amendments to Axel's EHCP	194   195

			07.12.2021 Email update from LCC	197
			10.12.2021 Email response by Alphonse to LCC	196
2 <sup>nd</sup> December 2021	<p>29.11.21 Text from dad: Hi Maggie Axel is not coming to school. Over the weekend he said it is due to anxiety. Lots of saliva he has to swallow when talked to. Says nobody will understand even us, except himself. He is concerned about non-attendance. Asked for more medication dose. Told to wait until Jan 22nd. Thanks. Alphonse.</p> <p>30.11.21 Axel attended school and completed sensory profile. Positive lesson.</p> <p>1.12.21 Axel did not attend, text from dad: Last night he said he would attend today. I don't know why he changed his mind in the morning. I hope you managed to complete that form with him yesterday. How did he do? Mrs Allred replied very well.</p> <p>Today text from Dad: No he is not coming. He mentioned about saliva and anxiety when I asked him if he is going to school. Has he done his mock exams? I told him on Monday he has mock exams but he said he did this. Mrs Allred replied it is mock exam week next week, and please encourage him to attend. Copy of the above sent to Carl Coughlan his early help keyworker.</p>	Education/ Social Services	CPOMS (Page 15)  AR Sensory Profile 30.11.2021	20  198
7 <sup>th</sup> December 2021	TAF meeting took place remotely, originally planned for 19 <sup>th</sup> November. Attended: Alphonse, Axel, Maggie Allred, Helen Watson CFW, Louise Lewis CFW	Education/ Social Services	02 Feb 2022 Meeting Outcomes 07 Dec 2021 Axel Muganwa Rudakubana 15 years	203  207

	<p>Actions: CAMHS Sam will look into what options there might be for complementary education for Axel in Sefton as she feels the current PRU is not appropriate.</p> <p>Targeted youth Support to look at sessions beginning completed in the afternoons</p> <p>Alphonse to continue with the triple p programme.</p> <p>School to continue to encourage Axel to attend and to liaise with SENCO to see what changes have been made to the EHCP and recommendations.</p> <p>Next meeting to discuss what changes and strategies parents been made since completing the Triple P parenting programme</p>		<p>01.12.2021 Email re TAF meeting rearranged</p> <p>07.12.2021 Email re Axel and anxiety about TAF</p>	208
13 <sup>th</sup> December 2021	<p>Axel's dad texted to ask how he got on today and Mrs Allred replied very well. Dad texted back "the LA have accepted that he needs to attend a special school. Carole told me she is going to start with Hope in Skelmersdale...then Presfield in Southport" Mrs Allred replied that is good news thanks.</p>	Education/ Local Authority	CPOMS (Page 15)	20
16 <sup>th</sup> December 2021	<p>Email sent to Carl Coughlan Axel's Keyworker: Dad texted my work phone this morning to say "Axel is coming into school please tell Carl so they can go out today" I replied I can email you, but it is better he contacts you. Dad has replied he texted and emailed you but hasn't got a reply. He has then rung our very busy reception to ask the same thing...we cannot be a messaging service for Axel's dad! As per previous email can you please insist Dad speaks directly to you regarding any appointments with you and give us due notice if your appt ties in with his school provision. Tell him we cannot arrange appointments with you. Just so you are aware we also cannot change taxi arrangements unless the parent directly gives consent to school reception so Dad would need to let us know after speaking with you. Many Thanks, Maggie Allred</p>	Education/ Social Services	CPOMS (Page 15)	20
17 <sup>th</sup> December 2021	<p>Sam Steed asking about CETR process: I ask out of concern for Axel and to try and ensure that there is no more drift - for interventions to be effective we need for certain things to be in place for Axel. I am hoping that an amended EHCP Plan that better speaks to Axel's needs will be the start of change for him.</p>	Education/ Local Authority/ CAMHs	17.12.2021 Email thread re CETR process	199

<p>5<sup>th</sup> January 2022</p>	<p>Mon 5.1.22 9.00 am Mrs Allred texted dad to say he had not come in was he okay? Dad texted back "Axel was okay. He got up and put his uniform on but when he looked at himself in the mirror he felt embarrassed by discoloration of an area around the scar on his forehead that he is treating. He doesn't want others to see that. Please don't mention that I said this to you. Mrs Allred replied thanks for letting me know.</p> <p>Tues 6.1.22 Dad texted Axel is not coming in. Mrs Allred texted back "thanks for letting me know is it the same reason as yesterday? If so are you okay with me contacting Louise to let her know?" Dad texted back "It's the same reason. he got up and checked himself. Therefore he wants to attend. If Louise needs knowing, it's fine"</p> <p>email sent to Louise Lewis (early help) and Carl Coughlan (early help keyworker) Axel has not turned up for school today or yesterday here is a copy of our safeguarding log: Are you seeing the family at all? If it is possible for yourself or Carl to talk with the family or Axel to see if it can be resolved- that would be great. As you can see Axel does not want other people knowing the reason, so please be discreet until he tells you the reason.</p>	<p>Education/ Social Services</p>	<p>CPOMS (Page 15)</p>	<p>20</p>
<p>7th January 2022</p>	<p>Email from CAMHS to Mrs Allred: Thu 06/01/2022 17:20 Dear Maggie, hope you are well. Please can I speak with Axel tomorrow when he comes into Acorns. Would it be possible for him to have a private room where we can talk by telephone? Be grateful if you could let me know if this could be ok. I could call him on his phone, but he said he may not have it with him. He states that he has something to tell me and can't say it at home. Many thanks, Sam Steed Senior Mental Health Practitioner/Case Manager</p> <p>Jo Hodson agreed to a call during the lesson in private. Mrs Allred remained present as Axel was refusing to talk because Axel wanted to see her in person not on the phone. Sam said that Axel is demanding</p>	<p>Education/ CAMHS</p>	<p>CPOMs (Page 14)  07.01.2021 Email thread about Axel phone call with CAMHs</p>	<p>20  200</p>

	to see her and explained to him it is not possible straight away Axel did not agree and spoke to Sam saying this and that it was because she wouldn't see him. A three-way discussion continued as Sam explained he needed to talk so she could plan his support correctly. He spoke to her briefly on the phone but refused to give any details and said he didn't want to talk to her. He paced around after the conversation. The lesson ended 5 minutes later and he calmly walked out to his taxi.			
12 <sup>th</sup> January 2022	TAF meeting held, apologies sent by The Acorns School, but educational report provided.  Attended: Alphonse, Axel, Louise Lewis and Sharon Barrett from CFW, Sam Steed CAMHs  Actions Alphonse to e-mail SEND manager and to copy professionals into the e-mail to chase up EHCP plan Alphonse and Axel to make arrangements to visit Presfield school. Axel to work with targeted youth support and his key worker Michelle from CAMHS Parents to attend riding rapids course when it becomes available. Children and Family Well-being Service to complete the referral to the transition team for Axel. Family Therapy to be attend by all the family	Education/ CAMHS/ Social Services	CPOMs (Page 14)  Meeting Outcomes 12 <sup>th</sup> January 2022 Axel Muganwa Rudakubana 15 years  Early Help Plan 11th January 2022 Axel Muganwa Rudakubana 15 years	20  201  202
12 <sup>th</sup> January 2022	Please could I arrange a time to come in and meet student AR who has requested a placement in our Sixth Form provision for September 2022?	Education	12.01.2022 Email from Presfield re meeting with Axel	204
14 <sup>th</sup> January 2022	Email sent to TAF lead and keyworker Louise Lewis/Carl Coughlan, Sam Steed CAMHS and mum and dad: Axel has managed to attend school this term Friday 7th January and today and yesterday. Each time he has done a bit of work and had a respectful attitude towards myself and the his new keyworker Sharon Murphy. It has been great to see him. He seems to be finding it hard and he has said today and yesterday he doesn't want to come to school and he doesn't need GCSE's as he is going to set up his own business. This is a big change	Education/ Social Services/ CAMHS	CPOMs (Page 14)	20

	<p>as normally he is very motivated to achieve his GCSE work when he can concentrate. He says it is because of his anxiety.</p> <p>I have shown him the website of Presfield school and they have been in touch to visit him in school. I spoke to Axel about it today and although he is reluctant as he says it is a school for autistic people, I have told him it will be a chance to socialise and meet others, and they will have time to listen to him. He has agreed to the someone coming in to speak to him about it. Hayley Dawson from the school will visit next Thursday -dad if you could let Axel know please? I am keen that Axel does not disengage altogether with learning and post 16 choices and we need to encourage and reassure him. Could we all consistently tell him things are in hand, Acorns is the best place for now until he moves to a school that meets his needs? He needs to be realistic about his choices as he probably won't like everything in a new school/college. I have told him he needs to socialise and even if it isn't perfect, it could be his best choice as the alternative would be remaining isolated at home. Many Thanks for your support, Maggie Allred</p>			
<p>14<sup>th</sup> January 2022</p>	<p>Email reply from Sam Steed: (cc'd Carl Keyworker, TAF lead, mum and dad and CAMHS keyworker michellea.warner@alderhey.nhs.uk</p> <p>Hello All, Apologies for the lengthy email but i just wanted to clarify a few things - I meant to email Maggie yesterday regarding the Pinefield conversation, so sorry for the delay. We discussed at the TAF mtg the fact that we have previously talked through ALP provision in West Lancs and whether there was anything other than Acorns in the interim (which there is not), due to Axel's continued reports of heightened anxiety and non attendance. This may have confused Axel. but I recall it was made very clear at the TAF mtg that he cannot access Pinefield provision as he lives in west lancs, and it is not appropriate as we are looking for a long-term education placement.</p>	<p>Education/ Social Services/ CAMHS</p>	<p>CPOMs (Page 13)</p>	<p>20</p>

	<p>Unfortunately, his Key Worker Michelle, who has been linked to him from CAMHS was not aware of this and Axel started a conversation where he expressed a desire to go to Pinefields and so she spoke with him openly about what they offer as Axel was curious. Axel will have heard from the TAF mtg that it is not an option available to him, but still seems to be pursuing it as such, and presented it in a way that he would like to go there to repeat yr 11. No one at the TAF has told him that this is an option, but Michelle may have been drawn into conversation with him and used her knowledge of Pinefield offer in conversation and agreed to mention it to me.</p> <p>I have spoken with Alphonse about this and clarified things with him. I have already emailed Michelle separately to say that Pinefield is not an option and Axel needs to be supported re Presfield or other options for his schooling. I have also copied her into this email trail so she can be fully aware of this and future conversations and she may also wish to comment re her conversations with Axel. It is really positive to hear Axel is back at Acorns and how things are now moving re Presfield and the search for other suitable placement - it would not be appropriate to think about short term ALP's for Axel.</p> <p>Axel needs to attend Acorns until another longer-term Education provision is found. Alphonse, you and Letitia will also need to reiterate this as his parents and let Axel know that Presfield is being sought as a school place at the moment that will better meet his needs, and which will better serve him long term. This can't just be left to professionals to do. I have previously completed some work with Axel regarding his Autism diagnosis and at that time he agreed to visit Presfield. I can revisit this with him again when I see him on Monday.</p> <p>Axel has told me that he is anxious about going to a new place and this is understandable. I was also sure to reiterate to Axel at the TAF that he must return to Acorns and he must not make demands on me</p>			
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	<p>to see him face to face to tell me something, or make statements like he did in terms of saying 'he will not attend until I see him face to face'. I explained the current threshold for face to face appointments given we are in a pandemic and also reiterated that the plan is for face to face contact with a Key Worker contact to offer practical support re managing anxiety as this will help him more. I have been able to establish with Axel that although he has made requests for face to face contact with me, he does not want to speak with me about a safeguarding or an increase in risk issue - in fact he said he could tell anyone, and it did not specifically need to be me that he speaks with as long as the info is passed on to me. This being the case I invited him to speak with Michelle when he was her face to face this week - however, it seems that he chose not to speak with her as there is no message passed on.</p> <p>During the TAF mtg, Axel was very clear that he is not attending Acorns because he does not want to go there as he feels anxious each time he attends and he also shared that him not attending is nothing to do with not seeing me face to face. However, I have managed to find a time to see Axel when I am at the Clinic on Monday. I am going to use this as an opportunity to review Axel's mental health with a colleague of mine present. This will help to establish mental health and social need in terms of planning future support. Alphonse is wanting Axel to have time with me alone and is concerned about sharing with Axel that I will be joined by a colleague; however this is how CAMHS are going to offer the appointment on Monday and Axel will be encouraged to speak freely.</p> <p>I have spoken with Alphonse about being still on the waiting list for family therapy as another strand of CAMHS support and explained again the purpose of this request for specific work. We will continue to do our best to support Axel and his family alongside the Early Help offer, other health interventions and Education. It is still my feeling that an appropriate Education placement will enable our CAMHS</p>			
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	<p>interventions to be more effective and give us something to work towards in terms of change and stability for Axel re his learning, which will hopefully go some way to improving family dynamics.</p> <p>Mrs Allred replied: Thankyou Sam, for such a detailed and comprehensive update. It all looks very positive, and I think the overall message is: let's make sure Axel gets consistent messages from us all to support him through this transition, Kindest Regards, Maggie Allred</p>			
21 <sup>st</sup> January 2022	<p>Axel asked Mrs Allred if she had heard what Rishi Sunak (politician) had said about Jews that is was supposed to antisemitic but he (Axel) didn't think that it was. Axel said that why is it that everyone knows about the Jewish Holocaust but no-one talks about the other genocides in the world. Axel said it is not right that only the Jewish people should be talked about and they do sometimes have a lot of money that is true. Axel said he believed the British government knew about the holocaust but didn't do anything about it and the government is not as good as you think it is. Mrs Allred challenged this thinking and said it is wrong to single out any group and genocide is wrong whatever the group of people and it is also wrong to imply that sharing the Jewish viewpoint of the Holocaust is somehow wrong and the government could not get to where it was happening for a long time-it is really important we learn and understand what has happened.</p>	Education	CPOMs (Page 12)	20
24 <sup>th</sup> January 2022	<p>Just wanted to let you know that the visit AR and his Mum had to Presfield this morning went very well. I have now completed the paperwork and sent it all back to his caseworker.</p>	Education	<p>24.01.2022 Email thread with Presfield about offer of place and timeline</p> <p>25.01.2022 Email re visit with Presfield</p>	<p>205</p> <p>206</p>

<p>24<sup>th</sup> January 2022</p>	<p>Email received by Mrs Allred: Hi Maggie I have spoken with Axel regarding how his anxiety presents regarding his over production of saliva when he is at school and feels he has to speak, Axel stated this as the reason he is unable to stay at school longer than an hour. I offered to meet him at school after his lesson to spending time working on his anxiety while there and hope this will increase the time he can tolerate education. I am able to attend Acorns on a Monday morning at either 10.30am or 11am, I am aware that Axel finishes his lessons currently at 10am however he stated that he could do some drawing or something else to entertain himself in between his lesson and our session and was happy to stay longer for this and get his taxi back home later. The hope would be to initially offer 5 fortnightly sessions at school supporting his anxiety regarding staying in the building and engaging with education, while alongside this offer 5 fortnightly sessions at home to support his anxiety with leaving the house and walking around his local area. Please let me know if you feel Acorns would be able to support this intervention. Kind regards Michelle Warner Keyworker &amp; Systemic Family Practitioner Sefton Specialist CAMHS</p>	<p>Education/ CAMHS</p>	<p>CPOMs (Page 12)</p>	<p>20</p>
<p>25<sup>th</sup> January 2022</p>	<p>Axel was speaking a lot today in his lesson with Mrs Allred about politics and raising issues around the death of Lady Diana, how waters were poisoned that aborigines use, how wealthy countries are only peaceful because they have stolen from other countries. Mrs Allred asked that Axel check that his sources are reliable and it is important that he does not use this information to promote hate or violence, and he said sometimes violence is necessary, that is the only way that creates change. Mrs Allred disagreed and said Mandela and Ghandi and Axel dismissed this making negative comments about them. Mrs Allred said I would not want you to be involved in hate or violence and Axel said no he wouldn't. Mrs Allred said that as he is now may be going to Presfield we need to come up with a plan to make sure he only talks politics at set times and not during the lesson and Axel understood he would be interrupting the lesson and he said</p>	<p>Education</p>	<p>CPOMs (Page 12)</p>	<p>20</p>

	<p>this is what he used to do in the Range. ACTION create a social story around appropriate conversation at the right times.</p>			
26 <sup>th</sup> January	<p>Mrs Lewis and Mrs Allred were with Axel today for his lesson. Axel began talking about what he had said the other day about the Jewish holocaust. Mrs Allred said she was concerned that it was against Jews and she felt offended by that. Axel asked what was written down about it and what he actually meant was that all genocides should be advertised equally. Mrs Allred agreed to record this. Mrs Allred also asked Axel what he wanted recorded about the account that was written up for Prevent (Sam Steed from CAMHS recommended as a way to resolve that issue was to ensure that Axel's opinion is recorded) Axel said that there wasn't a bomb on London Bridge and that wasn't true. Mrs Allred agreed to record this. Mrs Allred spoke very frankly to Axel and said that it is great that he is so knowledgeable about global affairs as long as he is looking at reliable sources, and that she knows he has said he doesn't want to do anything violent, but Mrs Allred was concerned that what he says could encourage others to be violent and it could affect innocent people. Axel agreed he didn't want this.</p> <p>Mrs Allred composed a simple social story verbally with Axel by discussing his point of view. He initially said if someone disagreed with him he might have a fight to win and this was talked through to see what kind of outcomes that may have and after discussion Mrs Allred created this simple social story "When I talk about politics sometimes people will like it and sometimes people may not like it. If they don't like it I understand if I get into a fight it could affect my place at Presfield. To make sure I succeed at Presfield I will make sure I talk to someone first". On hearing this Axel said it was very simple and he didn't need this and Mrs Allred said that's fine if he doesn't need to use it as long as he understands he needs to keep himself safe and keep others safe and Axel said he understood this.</p>	Education	CPOMs (Page 12)	20

	<p>Mrs Allred asked if Axel's anxiety had improved now he knows he probably will be going to Presfield and Axel said that it is. Mrs Allred asked that Axel now attend full time so he can get the grades he needs.</p> <p>Sam Steed rang Mrs Allred to discuss a possible visit by Michelle (Axel's CAMHS keyworker) on Monday to discuss strategies to help Axel with his anxiety. Mrs Allred shared with Sam that Axel is now much more vocal and confident and Sam said that she sees the same thing that he is a different boy and that the medication is having a positive effect as well. It was agreed due to the positive change Michelle did not need to come into school and instead meet Axel at home</p>			
<p>11<sup>th</sup> February 2022</p>	<p>Thurs 12pm TAF meeting for Axel (see TAF minutes). Axel has managed to access a group activity with his Carl Coughlan his keyworker, he is continuing to work with CAMHS and Sam Steed and his CAMHS keyworker Michelle.</p> <p>Mrs Allred raised concerns about Axel's attendance and engagement and sent email update: "Axel has visited Presfield school and the head came to visit Axel in Acorns. It was very positive, and Axel has said he would like to go and the head has offered him a place with a possibility of starting before June. Axel has been told he needs to achieve a grade 4 in GCSE English and Maths. If he achieves this by June, he will no longer need to study these subjects which is a great motivator as he is ready to study different things.</p> <p>Since the visit to Presfield Axel's attendance has dropped again and he has said at home that he "doesn't learn anything" at Acorns and "if it was a place like Presfield he would go to school". It is possible managing the transition to a new school is causing Axel to disengage and it is of great importance that Axel has a clear timeline when and how this transition will happen which needs to be agreed. Axel is capable of a grade 4-5 in Maths and a grade 2-4 in English however if</p>	<p>Education/ Social Services/ CAMHS</p>	<p>CPOMs (Page 11)</p> <p>**Unable to locate TAF minutes for this meeting**</p>	<p>20</p>

	<p>he continues to not attend and refuse to complete work he is at risk of getting low grades in both subjects. He does not have long before the year finishes, so he needs to put the effort in to achieve. It will also make his transition harder to Presfields if his attendance is poor as he will not be used to the effort of attending every day.</p> <p>Can everyone continue to give Axel this consistent message -he must put 100% into Acorns before he leaves to get the best for his GCSE's and making a good start in Presfields."</p> <p>Attendance record has also been emailed to Carl Coughlan and Louise Lewis TAF lead</p>			
11 <sup>th</sup> February 2022	<p>Mrs Allred has sent an attendance record to Sam Steed (CAMHS) to inform discussions about attending school and spoken to her (10.45am) about managing the transition to Presfields. Also talked through Axel's political viewpoints and Sam said school is managing it really well and he will probably always have an interest in global politics and it is about Axel understanding how others might feel about his views as well as exploring his own views. Mrs Allred says this has been addressed with Axel in school and Sam was happy with this.</p>	Education/ CAMHS	CPOMs (Page 11)	20
11 <sup>th</sup> February 2022	<p>Mrs Allred sent an email to Hayley Dawson head of Presfield school (11.40a.m) Many thanks for making the arrangements for Axel to get a place at your school. Axel has spoken about it in school to the careers advisor and he is really happy to join your school. Is it possible to provide a timeline and possible start dates? Since he has visited, he has found it hard to engage in school and has said he would work if he was at Presfield. I am keen to give him a concrete plan so he can manage the change to your school, and I think the earlier the better. Is it possible for you to move forward with this and let me know so I can help Axel to re-engage with learning and manage the transition to your school? Kindest Regards, Maggie Allred</p>	Education	24.01.2022 Email thread with Presfield about offer of place and timeline	205
23 <sup>rd</sup> February 2022	<p>Axel talked for the first 10 minutes of the lesson and then started work but refused to do any more after 20 minutes and started pacing</p>	Education	CPOMs (Page 10)	20

	<p>the room. He was talking about global politics and how governments don't stop genocide but they could if they wanted to and how Jewish people always seem to be in positions of power. Mrs Allred addressed this by saying the situation is always complicated and there are people and organisations that will campaign against war and support those affected by war if he wanted to explore that. Axel was challenged about his views on Jewish people that it is not right to single out any group as that is how hate crime can be caused and he needs to be aware of the impact of his views. Mrs Allred addressed the fact he talked so much that he was unable to do his work and we must complete the mock exams. As it was his first day back today we agreed it hadn't gone well. Axel agreed that from tomorrow he will do his work and if he manages this, he can talk for the last 15 minutes of the lesson</p>			
<p>23<sup>rd</sup> February 2022</p>	<p>Today we contacted Presfield regarding Axel's admission to the school. We understand that the school has done everything they were requested to give the Lancashire LA promptly since we chose it several weeks ago. As you are aware, Presfield has offered Axel a place on the day we visited them as part of this transfer process. We would be grateful if you could respond in a timely manner to parental, Acorns's and Presfield's requests.</p> <p>If your delays continue, Axel will not be able to attend the school he badly needs. I would like to inform you that Axel has stopped attending Acorns because he liked Presfield and wants to start urgently. The last time he attended school full-time was in October 2019!</p> <p>We understand that there is a timeline for every stage in this process but if you act at the lower end of your timeline, Axel will definitely have a better chance of joining Presfield in February/March 2022. Please let us work together willingly to give Axel a chance to education that he needs before it is too late for him.</p>	<p>Education/ Local Authority</p>	<p>23.02.2022 Email thread between Alphonse and LCC over starting Presfield in Year 11</p> <p>24.02.2022 Email thread between Presfield and Acorns re Axel start in Year 11</p>	<p>209</p> <p>210</p>

<p>24<sup>th</sup> February 2022</p>	<p>Following our discussion today I can confirm that Presfield have agreed to bring forward the offer of a placement in their specialist FE college. They are offering a start date of the 19<sup>th</sup> of April 2022.</p> <p>I can confirm that the Local Authority has agreed to fund the placement and so we now need confirmation from you as to whether or not you are going to accept the place for Axel. Once we have received this we will then secure the placement and re issue Axels plan naming the college from the 19<sup>th</sup> of April 2022.</p>	<p>Education/ Local Authority</p>	<p>24.02.2022 Email thread with offer of a place at Presfield</p> <p>25.02.2022 Email thread arranging for transfer of Axel to Presfield roll</p>	<p>211</p> <p>212</p>
<p>25<sup>th</sup> February 2022</p>	<p>25.2.22 Dad texted to say Axel would not be in today.</p> <p>Text from Mrs Allred 25.2.22 to dad: "Thanks for letting me know. Congratulations with the place at Presfield I am so pleased. Well done for your efforts to ensure it happened soon."</p> <p>reply text from Dad: "Thank you very much it's been a team effort and thank you too for your love and help for Axel. You are good at what you do and I am sorry for any inconvenience I caused. You stood by Axel and your professionalism shone through. This news of a place is a sweet end to a rough and really difficult three years for all of us. So thank you too. I have so much gratitude for your support for Axel." Reply from Mrs Allred "Thank you so much for your very kind words - yes it has been a long journey and I am so happy we have such a positive outcome I wish you all the very best."</p>	<p>Education</p>	<p>CPOMs (Page 8)</p>	<p>20</p>
<p>2<sup>nd</sup> March 2022</p>	<p>Text from Dad: "Hi, Axel didn't come to school. If he really wanted there would be no reminding. He doesn't like to be treated like a small child with do this or do that so we tread carefully. Presfield will have him Monday 14.3.22 from 11am to after lunchtime to ease him in. I will keep you updated. Thanks"</p>	<p>Education</p>	<p>CPOMs (Page 8)</p>	<p>20</p>
<p>2<sup>nd</sup> March 2022</p>	<p>To Hayley Dawson at Presfield</p>	<p>Education</p>	<p>02.03.2022 Email thread re transition</p>	<p>213</p>

	<p>Many thanks for making arrangement for Axel to move to Presfields before the end of year 11. As per my previous email we are finding that now it has been agreed, Axel's engagement at Acorns has dropped further. Axel tells me that it makes no difference, and he knows he has to attend. However, his behaviour indicates differently and although he is still very engaging when he does attend, he is refusing most work at present and talking and pacing the room.</p> <p>I have been setting GCSE English and Maths coursework and mock papers this year. As he has reduced interest in this, I am planning instead on focusing on preparing for his transition: sharing his completed work, looking at skills he has acquired, what he needs to work on next, his aspirations when he arrives at Presfields and the positive skills he already has. Due to this I am unable to complete as much coursework as I would like so I am very reassured that you will be able to continue his coursework in Year 12 if needed.</p> <p>Be aware that when we did the mock papers recently, he got out of his chair and paced the room. He also wasn't able to sustain the work without a break. He didn't do this last year so please check if you need access arrangements for when he sits his GCSE's this year. If he is with others he may settle and be okay.</p> <p>Dad has informed us today that he will start at Presfields on 13.3.22 at 11am can you clarify if this is happening and what your plans are before 19<sup>th</sup> April?</p>		<p>dates and Axel disengagement</p>	
<p>7<sup>th</sup> March 2022</p>	<p>Mon 28.2.22 Axel spoke to Mrs Allred and said that he believed he may have ADD and requested a referral.                  Tues 1.3.22 Dad texted Mrs Allred to ask if the query had been followed up.                  Wed 2.3.22 Mrs Allred emailed Sam Steed CAMHS worker for Axel:                  9.00: Axel has asked if you can query if he has ADD as he struggles to concentrate. He has looked it up and thinks that it fits many of his issues. Both Axel and dad have requested a referral. I have explained</p>	<p>Education/ CAMHS</p>	<p>CPOMs (Page 6)</p>	<p>20</p>

	<p>that as he is already with CAMHS we do not need to do a further referral and if I pass this on to you, you can explore whether you need to do further diagnostics. I look forward to hearing your thoughts, Kindest Regards, Maggie Allred</p> <p>Reply 9.15: Hi Maggie, thanks for your email and for following this up for Axel and Alphonse. The Community Paediatrician Service assess for ADHD and a referral would be needed to their pathway. If you check the Alderhey website there are forms for school to complete. Is Axel attending now? To make the assessment viable he needs to be in school so you can collate evidence for an assessment. Hopefully if he is not attending he will if he knows this. Bw Sam Steed</p> <p>MA reply 9.20: It may be easier for Presfields to complete in that case, and I provide information to them to complete it. From your observations do you think it is worthwhile exploring? Thanks,</p> <p>9.30 reply: Well, there has been a lot going on that would impact concentration - I think your right and him being in a school environment full time would be much more helpful in adding info to assessment. I think the focus has to be on transition support to be honest. Is he coming in? We can both feedback to Alphonse re these thoughts. However, parental choice means he can request an assessment via ADHD Pathway when he wants. Probably best to talk it through with them. Have a good day Maggie. Bw,</p> <p>4pm MA reply: Thank you Sam, that sound very useful. I will forward you the email I have just sent to the head a Presfields which says what you have suggested - I am very hopeful for Axel engaging it is just a case of making sure this transition is managed as well as can be for him, Kindest Regards, Maggie Allred</p>			
<p>11<sup>th</sup> March 2022</p>	<p>Final TAF meeting the TAF will now be closed (see TAF minutes) and it was agreed further intervention (ADHD assessment, issues with attendance) can be dealt with by Presfields and within the EHCP plan.</p>	<p>Education/ Social</p>	<p>CPOMs (Page 6)</p>	<p>20</p>

	Dad was hoping it could be kept open as it is hard to access these services but it was explained Presfield will be able to talk with them to see if it is needed in the future.	Services/ CAMHs	**Unable to locate TAF minutes for this meeting**	
17 <sup>th</sup> March 2022  11.00am	<p>Axel's dad texted Mrs Allred at 9.15: "Hi Axel didn't come in. He will go to Presfield today 11am till 1.30pm. Thanks"</p> <p>Axel's dad rang school at 11am to ask if Axel had come to school and spoke to Mrs Jaeger and Mrs Allred. Mrs Allred said that he hadn't and Mrs Jaeger checked with the taxi's and confirmed that he hadn't got in the taxi this morning. Dad said that he was at home in the morning and then he went out to take his brother to school and when he came back Axel was gone.</p> <p>Mrs Allred advised dad to contact the police if they could not find him. Dad said there is no point calling 101 and Mrs Allred advised (from advice from Mrs Lewis who was also present) that he should phone 999 and that is fine as Axel does have additional needs. Mrs Allred requested they let school know when they find him. Dad said that he will if he can but he needs to find his son -he sounded distressed. Mrs Allred wished him well and asked him again to let us know</p>	Education/ Police	CPOMs (Page 6)	20
17 <sup>th</sup> March 2022  15.15	<p>Mrs Allred rang dad to ask if Axel had returned home dad said no. Mrs Allred asked had he phoned the police and he said yes and they have told him 2 minutes ago that they have just picked him up (dad said a location -but not clear where). Dad sounded distressed on the phone but relieved that he had been found. Dad asked Mrs Allred to stay on the phone as he was concerned that Louise (TAF lead) was going to close the TAF even though they are still having problems. Mrs Allred explained that at the TAF meeting they agreed that any issues for Axel can now be picked up by the school -the attendance office and safeguarding and that is why we have been in touch today as safeguarding for the young person is in the community as well as in school. Dad calmed down a bit and Mrs Allred agreed to find out the contact point at Presfields if he has concerns about Axel and to email</p>	Education/ Police	CPOMs (Page 6)	20

	Sam (CAMHS) to update her. Mrs Allred wished him well and hope that he is okay this evening but if he has any further issues to contact the police.			
17 <sup>th</sup> March 2022  15.56	<p>email sent by Mrs Allred to Sam Steed cc'd Axel's dad:</p> <p>Axel was due to attend Presfields today 11-1.30pm today but unfortunately he left home without telling anyone before 11am when his dad was out dropping his brother off at school.</p> <p>Alphonse rang school at 11 to ask is he had come in (he hadn't) and we recommended he contact the police. The police found Axel at around 3.15pm and I have just spoken to Alphonse who is understandably distressed and concerned. At this point in time it isn't clear why Axel disappeared. I reminded dad to let Axel know he must talk through problems with someone. I suggested I would email you to update you. Could you follow up with Axel when you next speak to him?</p> <p>My guess is the huge changes are causing Axel to be overwhelmed and he must talk to someone -but I don't know any facts at this time. Kindest Regards, Maggie Allred High Support Teacher</p>	Education/ Police	CPOMs (Page 6)	20
17 <sup>th</sup> March 2022	<p>School: The Acorns School Seen by Police: Yes Witnessed Incident: No Involved in Incident: Yes Risk Rating (this has been graded by the officer as part of the whole incident, not the specific risk to the child) VC Risk Rating: High Summary: Axel WAS REPORTED MISSING BY HIS MOTHER ON THURS 17/03. HE LEFT THE ADDRESS WHILST PARENTS WEREN'T HOME. **** WAS LOCATED A FEW HOURS LATER TRYING TO CATCH A BUS BUT NOT PAYING FOR IT. MOTHER NOTICED A SMALL KICTHEN KNIFE WAS MISSING TOO. UPON POLICE ARRIVAL **** WAS CALM BUT WITHDRAWN. **** WAS COMPLIANT AND GOT OFF THE BUS WITH OFFICERS. **** ADMITTED HE HAD A KNIFE ON HIM AND WHEN</p>	Education/ Police	<p>CPOMs (Page 4)</p> <p>Police Notification (9) 18.03.2022</p>	<p>20</p> <p>214</p>

	SEARCHED A SMALL KITCHEN KNIFE WAS FOUND ON HIM. WHILST TAKING **** HOME HE DISCLOSED HE WAS PLANNING ON STABBING SOMEONE WITH THE KNIFE. **** SAID THAT HE WANTS HIS TIKTOK / INSTAGRAM ACCOUNT DELETING AS THERE ARE EMBARRASSING VIDEOS ON THERE BUT CANT DO THIS HIMSELF AS HE DOESNT KNOW HIS LOG IN DETIALS. WHEN **** ASKED HIS PSYCHOLOGIST WHAT WAYS CAN HE GET THE ACCOUNT DELETED SHE SAID SOMETHING ABOUT HAVING TO COMMIT A CRIMINAL OFFENCE. THIS HAS GIVEN **** THE IDEA TO COMMIT AN OFFENCE SO THAT HE CAN GET POLICE TO DELETE THE ACCOUNTS. **** SAID HE WAS GOING TO USE THE KNIFE TO STAB SOMEONE FOR THIS REASON AND HAS PREVIOUSLY TRIED TO MAKE POISON FOR THE SAME REASON. **** SUFFERS WITH ADHD AND AUTISM AND IS BEING MOVED TO A SCHOOL THAT SPECIALISES FOR THIS AND IT IS POSSIBLE THAT THIS IS WHY HE HAS HAD A BAD MH EPISODE TODAY AS HE WAS DUE TO MEET HIS TEACHERS. **** DID NOT SEEM TO UNDERSTAND THE SERIOUSNESS OF THIS AND DID NOT THINK HE WAS DOING ANYTHING WRONG. The MASH will contact you with further information should this be necessary			
18 <sup>th</sup> March 2022	Advice given to staff at Acorns about increased risk for Axel	Education	18.03.2022 Email to staff re increased risk	215
21 <sup>st</sup> March 2022	Mrs Allred sent a text Friday 18.3.22 to say Axel had not come in and was he okay 18.3.22. Dad replied: "Axel is fine and meeting Sam today" Mrs Allred texted thank you for letting me know and I hope you have a good weekend. Dad replied: "Thankyou. He will go to Presfield on Monday 11-1.30pm parents are invited to meet Hayley (head of 6th form) and the safeguarding officer on Wednesday 10am. I took your advice" Mrs Allred texted thanks for letting me know	Education	CPOMs (Page 4)	20
21 <sup>st</sup> March 2022	Mrs Allred texted thanks for letting me know. Monday 21.3.22 Mrs Allred spoke to Mrs Lewis the safeguarding lead about informing Presfield school of the events on Thursday so they can risk assess for	Education	CPOMs (Page 4)	20

	<p>his visit today. Mrs Allred spoke to the deputy head and then Cheryl Smith the safeguarding lead rang back for more information.</p> <p>The information shared was: Axel ran away from home on Thursday with a kitchen knife with a plan to stab somebody. This was as a result of taking literally information from Sam his CAMHS worker and he thought this would be a good idea as result. When police picked him up he seemed to have no insight into the actual risk of taking this action -no harm was done.</p> <p>Axel would be very unlikely to do anything in school however he will need to be closely supervised (Acorns have asked all staff to be aware and carefully check Axel on arrival into school). Do not discuss the incident with him as he will probably not want the school to know as he is probably very keen to give a good impression.</p> <p>Axel has done work on this following his previous incident when YOT was involved. A social story has been used by Mrs Allred so he understands when he has a big problem he must talk it through or he may damage his future.</p> <p>At present in Axel's perception he is in between schools (he is refusing to attend Acorns) and he hasn't got a member of staff who talks through his problems with him.</p> <p>A full CPOMS report has been sent to the school but school will send an up-to-date report with the Encompass report on from Thursday. Cheryl Smith asked has Axel spoken to Sam since and will Axel listen to her?</p> <p>Mrs Allred confirmed Sam was speaking to Axel on Friday and he has a strong relationship with her and will listen.</p> <p>Cheryl asked to have Sam's contact for further discussions if needed. Cheryl asked do social stories work with Axel and Mrs Allred said he doesn't like them and feels patronised however you can go through the process so that he understands how to do things differently in the future.</p> <p>Cheryl said that she had not seen the CPOMS and Mrs Allred said she thinks the head Hayley Dawson has seen the CPOMS report.</p>			
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	<p>Mrs Allred agreed to get a full CPOMS report sent to her before the meeting on Wednesday.</p> <p>All 3 agreed that the transition between schools has possibly contributed to Axel finding things difficult and agreed to stay in close contact between now and Easter when Axel leaves Acorns.</p> <p>Mrs Lewis agreed to send a full CPOMS report to Cheryl DSL contacts at Presfields: Our DSL is Cheryl Smith - csmith@presfieldschool.org Our Deputy DSL is Mark Rigby - mrigby@presfieldschool.org</p>			
22 <sup>nd</sup> March 2022	<p>Jan Lewis DSL sent a copy of Axel's CPOMS reports to Cheryl Smith DSL at Presfield School via EGRESS</p>	Education	CPOMs (Page 4)	20
22 <sup>nd</sup> March 2022	<p>Maggie Allred email to Sam Steed Tue 22/03/2022 11:16</p> <p>Can you let us know how the meeting with Axel went on Friday and clarify what were the issues that caused Axel to act the way he did on Thursday? Please give as much information as possible so we can update our safeguarding and risk assessments.</p> <p>Associated Actions It would also be useful if you can liaise with Presfield school- are you happy for me to forward your details to them? I have already spoken to Presfield school, and I know dad has arranged a meeting with staff tomorrow. It is excellent he is being proactive. The school realise providing Axel with staff he can talk to will reduce the risk -as he is no longer coming into Acorns school so I am keen to give a good handover to them. Many Thanks, Maggie Allred</p>	Education/ CAMHs	CPOMs (Page 3)	20
22 <sup>nd</sup> March 2022	<p>Steed Samantha Tue 22/03/2022 11:46</p> <p>Good morning Maggie, Axel came to session and engaged well. From what he shared I can let you know that he does not want to return to Acorns to say goodbye. He is looking forward to starting at Presfield and have agreement from Axel to contact them. I am happy for Presfield to have my details. Bw, Sam Steed</p>	Education/ CAMHs	CPOMs (Page 3)	20
23 <sup>rd</sup> March 2022	<p>Maggie Allred Wed 23/03/2022 09:26 to Hayley Dawson at Presfield</p>	Education/ CAMHs	CPOMs (Page 3)	20

	<p>See below (22.03.2022) response from Sam Steed Axel's caseworker. Sam has not shared any concerns at all, so I am wondering if the risk is lower -you need to speak with Sam.</p> <p>Sam Steed, Axel and Axel's dad will be unaware that we know about the events on Thursday. We only know as we received the Encompass report from the police.</p> <p>I am very conscious if this is discussed in the wrong way it will break trust with mum, dad and Axel so please be mindful and I think the best way is that they volunteer the information and if in doubt speak with Sam.</p> <p>As you can see Axel no longer wishes to attend Acorns, so please be mindful to build that rapport with him so he talks through his concerns with someone. Many thanks for your time to discuss the issues and please do get in touch if you need more information, Kindest Regards, Maggie Allred</p>			
23 <sup>rd</sup> March 2022	<p>Reply from Hayley Dawson:</p> <p>Thank you for sharing all of this information. It will really help us to support AR and his family as much as we can. I have a meeting this morning with AR's parents, so I will see if they disclose information about the incident last week but as requested I won't bring it up and disclose that you have shared this information.</p>	Education	CPOMs (Page 3)	20
23 <sup>rd</sup> March 2022	<p>A missing from home report has been received in relation to Child: Axel Mukanwa Rudakubana DOB 07-Aug-2006 who is a pupil at your school. They had been reported as missing on 17-Mar-2022. A referral has been made to the "Missing From Home Team" who will offer a Return Home Interview and identify any support needs.</p>	Education/ Social Services	CPOMs (Page 2)	20
23 <sup>rd</sup> March 2022	<p>Mrs Allred texted dad to ask if he was coming to school today and dad texted later "Axel didn't come (to Presfields). He was supposed to go to Presfields but since others go in WMCA on Wednesday. I think</p>	Education	CPOMs (Page 2)	20

	<p>he became anxious about it and changed his mind. The meeting went well thanks"</p> <p>"I want to sort out the transport to Presfield for him from 19th April. Do you know any contacts for West Lancashire student transport please""</p> <p>Mrs Allred replied to get in touch with the school to make arrangements. Dad replied "We are going to try getting him into Presfield every day before 19th April" Mrs Allred replied she wasn't sure if this was possible in such a short time.</p> <p>Dad replied: "He is visiting only I don't know if he will attend before Easter. Going there 10am should not affect his attendance if he misses the taxi to Acorns. Presfield suggested that he can visit from 10 if he wants to but he can also visit at 11am. Let's see how it goes. Thanks"</p>			
<p>1<sup>st</sup> April 2022</p>	<p>Mrs Allred spoke to dad yesterday to ask if there was anything further he wished the school to do as tomorrow is Axel's last day. Dad asked if pupil records will be handed over and Mrs Allred said yes and his workbooks will be handed over also. Mrs Allred asked how Axel was and dad said that Axel was fine. Dad sounded very positive about Presfield school.</p> <p>Mrs Allred asked would Axel like to speak to me to wish him good luck and dad was not sure so suggested ringing tomorrow afternoon.</p> <p>Mrs Allred rang next day and Dad went to speak to Axel. Dad said that Axel did not want to speak and dad thought that he might be asleep. Mrs Allred asked dad to pass on goodbye and good luck for his new school. Dad said thank you for all we had done.</p>	<p>Education</p>	<p>CPOMs (Page 2)</p>	<p>20</p>

<p>27<sup>th</sup> April 2022</p>	<p>Email from Maggie Allred to Presfield:</p> <p>Attached are updated relevant documents to support Axel's placement with you. The PLP is the most useful illustrating how his motivation has declined this year for many reasons already discussed with you. This will hopefully support your interventions so you can identify improvements as he settles in.</p> <p>I have all his workbooks from July 2020 which you may find very useful as evidence and see what he does know. I will leave them in school reception and I hope someone will have the time to pick them up.</p> <p>I will be leaving for a new exciting post next week so if you have any further questions please contact Mrs Hodson.</p> <p>I wish you well working Axel and I am very grateful that he finally has the specialist support he deserves.</p>	<p>Education</p>	<p>27.04.2022 Email handover to Presfield</p> <p>Attached zipped file containing:</p> <p>AR PLP Sept 21</p> <p>AR CATS Teachers</p> <p>AR Pupil Risk Assessment 7.2.22</p> <p>AR Sensory Profile</p> <p>Learner Passport 12.5.21</p>	<p>216</p> <p>217</p> <p>16</p> <p>33</p> <p>198</p> <p>174</p>
<p>17<sup>th</sup> May 2022</p>	<p>Risk Rating (this has been graded by the officer as part of the whole incident, not the specific risk to the child) VC Risk Rating: High Summary: He refuses to attend education. The MASH will contact you with further information should this be necessary.</p> <p>Jan Lewis emailed the SBO who emailed original encompass report and informed them that Axel was no longer on roll at Acorns and was attending Presfield Specialist School.</p>	<p>Education/ Police/ Local Authority</p>	<p>CPOMs (Page 1)</p>	<p>20</p>