

Chronology of Axel Rudakubana at The Acorns School
October 2019 –

Date		Staff
05/10/19	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. DC emailed Mr Rudakubana on 05.10.19 to express concerns and provide an update as to the situation with MW.	DC (Range)
07/10/19	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.	
08/10/19	Collected by Dad from school and to be kept at home until further notice.	DC (Range)
08/10/19	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. DC rang Lancashire Social Care on [DPA] 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. 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 McNamara of the final decision regarding Axel remaining at Range.	DC (Range)
09/10/19	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"	DC (Range)
10/10/19	Referral made to CAMHS at Alder Hey asking for urgent support.	DC (Range)
12/10/19	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.	DC (Range)
17/10/19	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. JH asked Axel about incident, very emotionless and stated that he took the knife in to use it. JH 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. JH said that if GP would not refer, school would be able to make a referral.	JH
18/10/19	Did not come into admissions as he had GP appointment	JH
28/10/19	Started in Assessments	JEI
4/11/19	Started in Willow group, initially on 2 hour timetable.	
5/11/19	SE 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.	SE
8/11/19	SE spoke to dad to inform him of Axel's increased timetable from 11.11.19. Letter sent home also.	SE
15/11/19	Rang Dad to inform him of the change of timetable. Axel will be at school for lunch leaving at 1pm	SM

15/11/19	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.	SH
15/11/19	SE telephoned dad and informed him of incident. SE asked dad to reinforce that this was not an appropriate use of the internet during school. SE asked dad for update regarding CAMHs and was told that he was waiting for school to refer, as this had been agreed at admissions. SE informed JH. <u>Dad returned call a few minutes later, informing SE that Axel said he had only copied behaviour of another student, and that he had clicked on a hyperlink to a news story.</u>	SE
18/11/19	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.	SM
19/11/19	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.	SM
19/11/19	<u>SE spoke to Dad who raised concerns re: name calling by HD.</u> SE to speak to staff before feeding back to Dad.	SE
20/11/19	SE spoke to dad re: phone call yesterday. Dad asked about the possibility of Axel moving group	SE
20/11/19	Referral to Lancashire CAMHs	JH
20/11/19	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. <ul style="list-style-type: none"> •I don't normally get offended easily but I do get annoyed easily. •HD tells me to do things like put your apron on, then when I have it on he tells me to take it off. •He bosses me around the class quite a bit and tells me to shut up a lot. •He doesn't interrupt me to say it, he waits till I have finished then tells me to shut up and do my work. •10 minutes into lesson I get bored, I get bored quite often in every lesson. •I don't ever sit down and talk to my mum or dad about personal feelings. •Axel doesn't go out of the house once he has finished school, he has no friends at home. <p>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.</p>	JEI
21/11/19	GH 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.	SM
21/11/19	Axel working well and completing all written work for DT. AMc 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. [DPA] began to say that means you are fat. "No it doesn't" said Axel "How does that mean he is fat?" asked AMc.	SM
21/11/19	Told AR we are aware of comments made by student HD. Told AR we will support him and that he is handling it maturely.	AMc

21/11/19	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.	SM
21/11/19	Advised by Lancashire CAMHS that they could not accept a referral for Axel as he has a Sefton GP	JH
21/11/19	Emailed David Cregeen at Range asking for any supporting information	JH
22/11/19	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)	JH
22/11/19	Spoke to Duty Clinician at Alder Hey re CAMHS referral for Axel, given information about how to refer.	JH
22/11/19	Made new CAMHS referral to Alder Hey	JH
22/11/19	Contacted Claudia at Project 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"	JH
22/11/19	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.	SM
22/11/19	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.	EW
22/11/19	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" SB said "You should be looking at tools – come off that and continue with your work" Axel changed back and continued with his work.	SM
25/11/19	Email received from Alder Hey to confirm that they are looking at the referral	JH
25/11/19	Lucy Parkinson is the allocated Early Help Worker for Axel-JL sent email with details of CAMHS referral	JL
25/11/19	SE attempted to return call to Lucy Parkinson but was only able to leave message.	SE
25/11/19	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 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."	JH

26/11/19	SE spoke to dad on telephone about Axel being in arrears for school dinners and about issues with HD and CMc. SE suggested that Axel go home at 12.30. Dad did not agree; requesting that he stay for lunch as usual.	SE
27/11/19	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.	DL
29/11/19	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 told to stop as he would hurt himself. He then sat down and started to work with SM very reluctantly. SM 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	SH
03/12/19	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.	AMc
03/12/19	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", SB 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 HC.	SB
03/12/19	JL 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 in Banks West Lancashire. Unfortunately, we are unable to refer without a MASH referral-please can you advise? See link https://www.sefton.gov.uk/schools-learning/targeted-youth-prevention.aspx Kind regards Jan Lewis Lead DSL/Assistant SENCO 4/12/2019-awaiting response from CSC to above email	JL
03/12/19	Emailed CAMHs at Alder Hey to advise them of additional concerns.	JH
03/12/19	Emailed PC McNamee to advise of our concerns.	JH

04/12/19	<p>JL sent further email: Mrs Lewis Tue 03/12/2019 16:22 cypreferrals@lancashire.gov.uk; Mrs Hodson; Mrs Eccleston AR 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 in Banks West Lancashire. Unfortunately we are unable to refer without a MASH referral-please can you advise? See link https://www.sefton.gov.uk/schools-learning/targeted-youth-prevention.aspx Kind regards Jan Lewis Lead DSL/Assistant SENCo 4/12/2019-awaiting response from CSC to above email Spoke to PC McNamee on the telephone, he is to make a referral to Early Action.</p>	JH
04/12/19	Jane Eccleston spoke to Dad and asked him to come in for an emergency review.	JE
04/12/19	<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, 'He looks like a retard,' in regards to these. SE explained that this was inappropriate and considered 'politically incorrect'; SE also asked Axel not to use this word again. He responded by stating that he had heard it used before. SE attempted to explain how the meaning of words changes over time, but Axel was not listening and was talking over SE. At the end of the lesson, SE asked SM to log two instances of inappropriate language by Axel, who challenged this as 'I've not used swear words.' SE explained that the log kept by SM was about inappropriate language not just taboo language, and that using the word 'retard' as an adjective describe someone was wrong and hurtful.</p>	SE
04/12/19	<p>Axel used his laptop to log on to youtube and played inappropriate clips out loud to the class . Laptop removed. Axel said 'Sharon Murphy is a sexist, she made a joke about men at work'. Axel then said 'she is a homophobic as she was drinking out of a 'Mrs' cup and shouted when we asked was she a lesbian'. Axel then said 'she is a racist as well she said Coon earlier. She actually said to me Axel you are a coon'. HD remonstrated with him and said "That's too far, that's not even funny. You can't say things like that."</p>	EF
04/12/19	JL 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.	JL
5/12/19	<p>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 staff (EF), 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>	GH

5/12/19	<p>Emergency review held; Mr. Rudakubana, Ann Cookson WPEH, JE, JH, JL and later Axel. Outcome: TAF to be arranged (AC) with agencies invited. Prevent referral, follow up Mash referral.</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>	JE
5/12/19	<p>Prevent referral made to Lancashire Police</p>	JL
6/12/19	<p>Response from MASH received 6/12/2019: 'j.lewis@westlancspcss.lancs.sch.uk 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 DPA DPA 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: DPA</p> <p>JL referred to Prevent 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 (see underlined sections re 15/11/19 and 19/11/19) 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>	JE

9/12/19	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.	SH
9/12/19	During break Axel refused to eat any toast, as it had been contaminated by EF.	EF
10/12/19	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'	EF
10/12/19	Axel said 'that Indian kid is a drug addict, he is so quiet and shakes all the time'	EF
10/12/19	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 told him to stop saying it and then told us that Axel is also saying that TDA [DPA] touches little girls and Axel seemed to nod as if in agreement.	SH
10/12/19	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.	EW/SB
10/12/19	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. 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 P.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 C.Humphreys saying he has to leave the building at 13:00 and be in the taxi by then and C.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.	CH/PW/JHa
11/12/19	CPOMS log. Safeguarding category. Police involvement.	JE
17/12/19	Multi-agency strategy meeting. JH and JL 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.	

	<p>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.</p> <p>Target is [DPA] but he is not in school, assaults [DPA] 2-3 times. When arrested tells MH team that [DPA] is his friend and he had no reason to attack him other than he knew he was going to be arrested anyway.</p> <p>Has prepared statement:-</p> <p>Admits going to school</p> <p>Admits assaulting [DPA] but for no reason</p> <p>Computers, laptop, PS4 and phone seized, will take 3-4 months to analyse.</p> <p>Axel's behaviour was concerning, laughing throughout the interview, not challenged by Mum.</p> <p>Bail conditions:-</p> <p>Not to be within 400 metres of Range High School</p> <p>Not to contact witnesses</p> <p>Not to attend Acorns</p> <p>Sent [DPA] Instagram messages the day before.</p> <p>DC from The Range reported that there were no concerns when he first started school. Last year assaulted a boy after claiming he'd been teasing him. Axel's Dad had raised concerns</p> <p>about [DPA] On 5.10.19 contacted by Childline claiming that Axel had brought knife</p> <p>into school on more than 10 occasions. DC also shared concerns previously logged about</p> <p>Axel expressed views over MEN bombings. (See screenshot).</p> <p>Next steps:-</p> <p>S/W had carried out initial assessments. No immediate risk to Axel or family but no remorse.</p> <p>S/W believe that parents manage Axel by negotiating with him and appeasing him.</p> <p>On waiting list for ASD team, likely to be brought forward and seen early in the New Year.</p> <p>Sefton CAMHs to carry out an assessment for additional mental health needs.</p> <p>Referral for Forensic CAMHs.</p> <p>Prevent to visit.</p> <p>JH to contact Pupil Access Team re educational provision.</p> <p>Decide not to make s47 referral at this stage.</p> <p>Next meeting 6.1.20</p>	
<p>17/12/19 – 18/12/19</p>	<p>Email exchanges between JH, JE and Pita Oates LCC</p>	

Good afternoon,

We admitted Axel Rudakubana onto our roll on 17.10.19, following his permanent exclusion from Range High School for taking a knife into school on at least 10 occasions, with intention to use it on a boy (MW) he perceived to be bullying him. Since attending the Acorns he has demonstrated some extremely concerning behaviour, targeted at staff and learners (see chronology).

On Wednesday 11.12.19 Axel took a taxi (which he had ordered the day before) to Range High School. He was carrying a modified bat and a knife, which he intended to use on MW. His stated intention was to kill him. MW was absent from school that day, so Axel attacked another learner. He was arrested and is likely to be charged with a number of offences. Police have confiscated his computers, laptop, PlayStation and phone, but it is likely to be some months before the investigation is completed.

Axel is on police bail with the following conditions

Not to be within 400m of Range High School

Not to contact the prosecution witnesses

Not to attend Acorns School

I attended a strategy meeting this morning with Range High School, Social Services, Prevent, Police, CAMHs and MASH. I made it very clear that Axel could not return to us because of his bail conditions and the fact that he presents a real risk to both our staff and students. I was supported in this by CAMHs, the police and Social Services. I agreed to send some work home, as an interim measure. MASH have requested that Pupil Access attend the next strategy meeting on 6.1.20, 10am at The Zone in Skelmersdale to discuss future educational provision for Axel.

Kindest regards,

Joanne Hodson

Response from Pita Oates

Hello

What a sad situation.

Please can I ask for copies of all risk assessments for this pupil. Could I also ask if you have sought advice in regards to the risk attached to staff and pupils from the LADO?

I would like to suggest that 121 is commissioned in the interim for AR – are you able to identify a public space where learning can take place? A library or Youth Zone?

Finally, what is the time period for the bail conditions?

Kind regards,

Pita.

Response from JE

Hi Pita,

Thank you for your email; it is a sad and difficult situation.

Risk assessment: the chronology sent to you details exactly what Acorns staff have done and that was to ascertain risk and get agencies/ services involved because we considered that there could be a risk. He is relatively new to us. No information came from the excluding school - we had to dig for it. Therefore, our risk assessment is only that chronology at present.

The LADO has no role here; an allegation or concern has not been made towards staff or adults working with this child. The concern is the risk posed by the child to others. Unsure what you are asking? The multi-agency meeting yesterday and the scheduled one on 6.1.20 should determine further assessments including risk. It is clear through the bail conditions set that there is a significant risk hence stipulations re both schools.

We have no further information about the bail conditions.

1-1 in a public space - I consider this unwise at present in lieu of my comments above and until we know exactly what the situation is.

Hope this helps?

2nd email from Pita Oates

Thanks for this.

I think for me the LADO is useful in terms of a view regarding the allegations AR makes against staff and accusing racism etc. Also, a more general discussion around the presenting risks and perceived risks for AR. The view from the LADO around this pupil and the presenting behaviours in the chronology will support a plan going forward. There is no risk assessment in place and that will be needed moving forward.

I can see how your view of 121 in a public place may be unwise but work sent home isn't lawful and is a grey exclusion unless Acorns have put an official exclusion in place?

If you could let me know the official current status for AR - I can then notify CMOOE if appropriate and will also attend the meeting on the 6th at 10am.

Kind regards,

Pita.

Response from JE

Pita - I think Jo has answered most of your queries in an email sent a few minutes ago.

I've responded to your comments below in red.

Thanks for this.

I think for me the LADO is useful in terms of a view regarding the allegations AR makes against staff and accusing racism etc. Also, a more general discussion around the presenting risks and perceived risks for AR. The view from the LADO around this pupil

and the presenting behaviours in the chronology will support a plan going forward. There is no risk assessment in place and that will be needed moving forward. **CSC onto this; no role for LADO. Racist allegation was done in front of adults and children and were challenged by both. He recanted in a meeting with parent (chaired by me) and admitted he did it to cause trouble.**

I can see how your view of 121 in a public place may be unwise but work sent home isn't lawful and is a grey exclusion unless Acorns have put an official exclusion in place? **I will issue a permanent exclusion to comply with legal framework then.**

If you could let me know the official current status for AR - I can then notify CMOOE if appropriate and will also attend the meeting on the 6th at 10am. **Currently authorising his absence but will exclude. Probably a good idea you attend.**

Kind regards,

Pita

Third email from Pita Oates and JH response

Hello again,

Sorry to send another email!

I can see from the system that it is probable that AR has SEN – possibly ASD/ADD. Had Range begun any assessment around SEND or gathering evidence for a request for statutory assessment?

I can also see CSC notes of no significant risk around AR DPA as an outcome from the meeting with MASH. Also, there is a plan for a forensic assessment of risk for AR. Would you know if this has progressed and which LA it will sit within as he is cross border with Sefton.

Kind regards,

Pita.

Good afternoon,

Range had made a referral for ASD in August. At the strategy meeting yesterday it was agreed that this assessment was now urgent and he is due to be seen early in the new year.

Dad asked Range last year to consider whether Axel had any learning needs which might explain his behaviour. Range had consulted with teachers, but had found no evidence to support this, so this did not progress any further. This was reported at the strategy meeting yesterday by the DSL from Range. Our own assessments show that he does not have learning difficulties, he is academically able.

CSC are in the process of completing a detailed assessment of the family, this is ongoing and the meeting on 6.1.20 will again consider whether a S47 is required. Prior to this incident parents had failed to engage with early help,

	<p>refusing to answer phone calls. Ann Cookson from CSC would be able to update you regarding this.</p> <p>CAMHs are to carry out a forensic assessment of Axel, again this will take place over the Christmas holidays. Scott Morgan is the Sefton CAMHs lead who will carry this out, as Axel has a Sefton GP.</p> <p>Prevent are also conducting a Risk Assessment.</p> <p>Kind regards</p> <p>Joanne Hodson</p>	
6.1.20	<p>Strategy meeting held, attended by JH and JL from The Acorns, PO from LCC, DC from The Range High School</p> <p>Education update:-</p> <p>JH reported that work had been sent home. Discussion with Pita Oates, who stated that this is illegal. JH 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. JH reported that Axel had only been attending Acorns since October. DC 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.</p> <p>JH offered to make the RSA, but the meeting decided 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>JH 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. JH invited to attend</p>	JH
21.1.20	<p>Professionals meeting with Forensic CAMHS. Notes attached.</p>	JH
3.2.20	<p>Phonecall from Lorraine Lenoire from CME, Axel has been referred to them by Julie Hamill, CFW. JL explained the current situation.</p>	JL
2.3.20	<p>Email from Mr and Mrs Rudakubana to S/W re concerns about Axel continuing to attend The Acorns (attached)</p>	JH
4.3.20	<p>Strategy meeting attended by</p> <p>Attended by</p> <p>J Hamill Family Support Worker</p> <p>D Cregeen- DSL The Range High School, Formby</p> <p>S Halloran- CJLT Liverpool (Merseycare)</p>	JE/JH

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

Anna J and Julie H chaired the meeting. The opened the meeting by stating that they had completed their C&F assessment. They said that they had been able to take **** 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 **** presents as a medium to high risk. It was further established that although ****'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 **** 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".

Julie H asked whether **** could be transferred to Shaftesbury. Jane Eccleston said that would be inappropriate "At this point no school would allow **** 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.

John Hicklin, CNS. Said that he had been updated by Scott Morgan from Sefton CAMHS and that there were no MH issues apart from possible undiagnosed ASC. It was pointed out by Education staff D Cregeen again that there had

been no indicator until the end of year 8 that **** was experiencing any difficulties in school. In year 9 there was some

low level behaviour but father maintained that he was being bullied by staff and by pupils. Acorns staff said that they

considered **** demonstrated some ASC traits from day 1, in admissions. He appeared to be repeating some of the

	<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 **** 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>	
5.3.20	<p>JH spoke after the meeting to Anna Croll, she agreed to speak to her manager to see whether **** would be able to see</p> <p>a tutor at YOT.</p> <p>JH emailed Anna securely with the school chronology and CPOMs, so that this could be included as part of her risk</p> <p>assessment.</p>	JH
6.3.20	<p>Home visit carried out by JE and JH</p> <p>Jo Hodson and Jane Eccleston visited ****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 **** 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 **** to return to an educational placement and that the YOT assessment by Anna would assist us. I also explained that it was important for **** 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 **** to return to a mainstream school, then any school would want to see that **** had successfully managed his placement here at Acorns and that there were no risks. They appeared to understand this. Dad did comment that **** 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 return. He added that **** 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 is any further updates available from anyone please keep us informed.</p> <p>Best wishes,</p>	JE/JH

	<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 **** 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 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 ****.</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>	
11.3.20	Email from JE to parents with request that it is forwarded to Axel. Details work set and passwords needed to log on. This is at Axel's request as he does not want to complete work on paper. Email reply received from Alphonse on 12.3 thanking JE for the email and the home visit.	JE
16.3.20	Request for Statutory Assessment agreed, letter to parents from Kelly Hayes	JH
16.4.20	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?	JH
16.4.20	<p>Thank you</p> <p>Hi all,</p> <p>I have had weekly contact with **** and father. We are currently only having phone contact with **** and his father due to the covid 19 situation. These are our contacts since his telephone panel. On each occasion **** has engaged in conversation and</p>	JH

	<p>raised no issues with myself. Ramon has spoken to **** regarding health (both physical and emotional). Concerns were raised around emotional health and possible ASD but no immediate safeguarding issues.</p> <p>**** is mainly staying indoor and watching TV and playing games. He reports he is looking at his school work. Below are the dates of our contacts:</p> <ul style="list-style-type: none"> - 24th March- **** and father spoken to by myself - 31st March – **** and father spoken to by myself - 8th April – **** and father spoken to by myself. - 14th April – **** and father spoken to by Ramon. <p>I've CC'd in Andrea Fontaine who will be the child and families wellbeing worker who has had telephone contact with the family after some initial difficulties.</p> <p>Most of the time I have been ringing Alphonse who then asks me to ring **** on the home phone.</p> <p>Hope this helps,</p> <p>Anna</p> <p>Hi there</p> <p>Just to echo what Anna has reported, Andrea had some initial failed contacts but has now spoken to the family to establish what support will look like over this period of lockdown. Andrea will maintain telephone conversations unless there is a need for a face to face meeting which doesn't appear to be necessary at this time</p> <p>Regards Laura</p>	
19.5.20	<p>JH spoke to Janet Ramsay at length on the morning of 19.05.20. Agreed that ****'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 annoy him. Agreed that **** is unlikely to be able to attend mainstream school. I said that we would do what we could whilst her was with us, but we would not be able to meet his needs long term.</p> <p>Attended Skype TAF meeting at 1pm. Andrea Fontaine CFW, Anna Croll YOT, Janet Ramsay Ed Psych (observer), Joanne Hodson Acorns, Alphonse **** (parent). Minutes will be supplied by AF, to follow.</p> <p>AF opened meeting said role of CFW was to support **** with education and social isolation. Said that **** was struggling with work at home and referred to recent</p>	JH

emails from Dad saying that **** would not do school work unless he was in school. JH was asked to give an update.

JH 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 **** to be seen by a specialist teacher on a 1-1 basis.

AR then stated that he did not want **** to be at the Acorns, was there any way that he could be moved as soon as possible to Mainstream? When can this happen? **** 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 **** we know at

home.

JH explained that **** 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 **** back into education. There is no question of **** returning to mainstream whilst this process is going on and whilst the EHCP assessment is being carried out. JR said that a decision would be expected by the end of July. JH agreed to feedback to the SENDO leading the EHCP process our risk assessments by the end of summer term. JH said that by the end of summer the next steps for September would be decided.

JH also explained that it would not be a full timetable but would be for one hour a day. AR asked for more hours, JH said this was not possible and that no pupils would be on a full timetable because of COVID 19. AR said that the breach (incident) last time was because of a fight at Acorns. JH interjected and said there had not been a fight, just some pushing and shoving because **** had been saying nasty things about the IT teacher and one of the other kids had objected. That did not cause **** to behave the way he did. AR responded that the pupils at The Acorns all had learning difficulties, **** needs to have routine and learning, JH explained that our pupils did not have learning difficulties, they were all here for different reasons, including ****. JH said there was no question of **** joining a class with his peers at this stage, until we know the risks.

AR stated that **** 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". AR agreed that **** needs help learning that this is not an appropriate response. AR said that **** can be immovable,

once he's made his mind up, that's it.

AR then talked about how **** 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. JH said that **** would be studying towards his GCSEs from September, AR said he would still prefer **** to be at mainstream supported by a

	<p>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 then a discussion about **** needing work about what was an appropriate response. AR 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>AF and JH then discussed whether AF could come into school to do some work with ****. She said that she would explore this with her managers.</p>	
21.5.20	<p>Email sent to TAF professionals by JH</p> <p>Good morning,</p> <p>I need to share my concerns with you following the TAF meeting yesterday for **** Rudakuba, and I would appreciate your input as fellow professionals. Neither Dad nor **** seem to have moved on in their thinking in the 6 months since the incident. Dad seems to be of the opinion that **** carried out the attack because of events at The Acorns, specifically the "fight" that he continues to refer to. Dad stated that **** is concerned over the level of monitoring at The Acorns. **** is annoyed by it and Dad doesn't know how he will respond. "It agitates him and his reaction is not the **** we know at home". 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 **** is with us for a specific reason. He is of the opinion that **** needs to be at a mainstream school supported by a TA. I did state in the meeting that **** 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. Dad seems to perceive that **** 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. 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 **** needs help in learning that this is not an appropriate response, but then stated that **** can be immovable and once he's made his mind up that's it. This concerns me as potentially any work we do with **** might be undermined by Dad. So far we have had complete non compliance with school work provided. Dad expressed his concerns that The Acorns do not teach **** 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. 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 **** back in 1-1 with a specialist teacher, we will then have opportunity and imminence. In view of the meeting yesterday, I feel that **** 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. Can you let me know your thoughts, please?</p>	JH
21.5.20	<p>Reply received from AF</p> <p>Good morning,</p> <p>Thank you for your email raising concerns.</p>	JH

	<p>I appreciate there is concern and frustration around the perceived mind-set of Alphonse and ****. This can be challenged through conversation with Alphonse, which I am happy to do. However, I don't feel that this increases the risk posed by ****, because there is appropriate parenting in place.</p> <p>In terms of Alphonse wanting mainstream schooling for ****, he also mentioned the possibility of an alternative provision being suitable, but at the end of the meeting was in agreement with, and showed an understanding of, **** returning to Acorns on a 1:1 basis, and awaiting the decision in regards to the EHCP request.</p> <p>In any case, Alphonse's view of his son's temperament and behaviour, and his expression of his preferred educational placement, does not, in my opinion, influence the risk level.</p> <p>As discussed in yesterday's meeting, Anna's risk assessment is not the basis for ****'s return to education. Therefore I think it would be beneficial to have a copy of your risk assessment to be able to see exactly where within school the risk lies and what measures can be put in place through the TAF process to support it. Perhaps we could arrange</p> <p>a TAF meeting for the week following half term, as I feel it would be beneficial for these concerns to be raised during the meeting to allow appropriate challenge on some of these issues. This gives Alphonse an opportunity to respond to the challenge and provides **** with an opportunity to contribute his thoughts, feelings and wishes.</p> <p>I can appreciate that all necessary strategies need to be put in place to ensure everyone's safety, however there does not appear to be any new or additional information shared that would suggest an increased risk.</p> <p>Kind Regards</p> <p>Andrea Fontaine</p>	
22.5.20	<p>Reply received from Anna Croll</p> <p>Hi all,</p> <p>Thank for your email raising concerns. Apologies for the delay in replying. My thoughts and observations are below. I have also included in this email my summary of my assessment of ****. **** has been assessed using the Youth Justice Assetplus framework.</p> <p>With regards to the email raising concerns I echo what Andrea has said. Although Alphonse's mind set in relation to the offence isn't conducive to helping **** to understand the mistakes but we can continue to challenge this as I did in the TAF and as Andrea has offered to do in the future. I am also happy to have those conversations with father.</p> <p>We can also work with **** to understand this too. When I spoke to him he appeared to realise to an extent that his actions weren't acceptable but it is an area for further work.</p> <p>I will also point out that given our definition of serious harm I would still assess **** as medium risk of serious harm. Although I would agree that there is an increased opportunity to commit offences or serious harm I do not assess that this would push</p>	JH

him into the realms of high risk by our definition. However, should new information come to light our risk assessments are reviewed regularly and when significant new information or incidents occur.

If your risk assessment concludes that **** cannot be in a classroom or school environment it may be beneficial to discuss this with **** and Alphonse so they full understand that decision and have the opportunity to challenge this appropriately. It will also need to be considered what provision would meet ****'s needs as the current provision doesn't appear to be meeting ****'s needs. I do recognise that **** hasn't been completing work and been compliant with school however, it needs to be considered if there are alternative arrangements that can be made.

Here is a summary of the Assetplus that I completed:

RISK OF SERIOUS HARM: MEDIUM

When considering this I have taken into account the definition of serious harm which is 'some risk identified but the offender is unlikely to cause serious harm unless circumstances change'.

When considering risk of serious harm I have assessed **** as medium risk of serious harm. When considering risk of serious harm I note that **** hasn't caused serious harm in the past and has a short antecedent history however, there are concerns that **** has carried knives in the past and used offensive weapons (hockey stick). Given ****'s

lack of remorse at the time of being arrested there are concerns that he doesn't understand the severity of his actions which would be reinforced by father's views. **** is able to vocalise that his actions were wrong but it is unclear if he has a deeper understanding of this or if he has adjusted his views to what he feels others want him to

say.

**** has a potential diagnosis of ASD which may affect how **** sees situations. **** may not understand the potential serious harm that he could cause towards others. At this moment in time **** has few interactions with peers which limits his opportunities to learn appropriate social responses rather than resorting to negative responses.

I am concerned that should **** feel a sense of injustice, grievance or conflict that he does not know how to respond to in a positive way that he may try to take matters into his own hands and resolve them in an inappropriate way which may harm others.

RISK OF REOFFENDING: LOW

I have considered that **** has an extremely short antecedent history and appears to centre around October to December 2019 where on two occasions he was found with weapons.

**** appears to struggle with peer relationships and appropriate responses to conflict. **** is currently being assessed for ASD which would affect how he perceives peer relationships and his interactions with his peers. Should **** find himself in conflict

	<p>with peers he may struggle to understand how to resolve these issues without resorting to conflict.</p> <p>**** does not appear to fully comprehend the consequences of his actions. **** stated he attacked the other young person as he knew he would get in trouble anyway but failed to see that if he complied with requests to leave the building he would have been in less trouble. It is concerning that **** may not comprehend the consequences of his actions as he may not make fully informed decisions that may dissuade him from engaging in negative behaviours. ****'s use of the internet has previously been a cause for concern due to the content that he was accessing.</p> <p>However, **** has been assessed by Prevent who do not believe there is a risk however, **** could be vulnerable.</p> <p>Should **** spend increased time on the internet on inappropriate sites he could be at risk of grooming into offending behaviour.</p> <p>At the moment **** does not interact with his peers due to the Covid 19 pandemic and not being in education therefore, any opportunities to engage in negative behaviour are reduced.</p> <p>SAFETY AND WELLBEING: MEDIUM</p> <p>When considering Risk to ****'s safety and wellbeing I have assessed him as 'Medium' risk. **** is very isolated and appears to struggle to make appropriate relationships with peers. It is suggested by some professionals that **** may have a diagnosis of ASD which may put him at risk of bullying from his peers as he may struggle to relate to them appropriately or not react in a 'normal' way to a situation.</p> <p>When considering physical wellbeing **** has carried weapons in the past which puts him at risk of harm from the emotional impact of using the weapons or physical harm from being harmed with his own weapon.</p> <p>****'s internet has sometimes been inappropriate which may lead to both physical and emotional harm. **** has been accessing inappropriate content online which may affect his emotional wellbeing. This also puts him at risk of grooming from others online.</p> <p>Please do not hesitate to get in touch if you have any questions.</p> <p>Thanks,</p> <p>Anna</p>	
3.6.20	CR has spoken to dad regarding **** attending school, when the school re-opens, dad has said he does not want to risk sending his son to school at present	CR

15.6.20	<p>Email to TAF members from JH:-</p> <p>Good afternoon,</p> <p>Just to update you all. We have been in contact with Dad today to discuss arrangements for **** to return to school with a 1-1 teacher.</p> <p>Dad has advised us that he does not intend to send **** to school this half term.</p>	JH
15.6.20	<p>Reply from AF</p> <p>Good afternoon,</p> <p>Thank you for the update. I have spoken to Alphonse who has explained the difficulty he would have getting **** 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 **** does not return to school, will things continue as they are for the time being and then pick back up in September?</p>	
01/07/2020	<p>Dad phoned asking to speak to JH regarding ****'s learning. He was concerned that **** had been given a timetable for Virtual School and asked whether it was compulsory. Dad explained that **** was very nervous and anxious about logging on, was out of his comfort zone. JH explained that because we had offered **** a timetable in school (which had been refused because of COVID concerns) the Virtual School was now being offered. JH explained that he wouldn't have to appear on camera, but could join with audio only. Dad then said that he would like **** 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. JH 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 **** would be coming in this term, or would wait until September. He asked for another password for ****, to see if he would attempt to log on. JH agreed with Dad that we would continue to make 2 or 3 welfare calls every week.</p>	
02/07/2020	<p>Good morning, I have changed staff rotas so that Mrs Allred is available to teach **** from Monday 6th July. She is a very experienced Specialist Teacher and I have briefed her that **** 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 **** arrives he will be required to use hand sanitiser before he comes through the front door. **** will then be wanded by a member of staff and hand his phone in. **** 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 **** 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 **** on Monday, if you have any questions in the meantime, please ask.</p>	
03/07/2020	<p>Good afternoon Mrs Hodson, I don't know if two teachers in the room are necessary especially that **** can easily get nervous. Why will Mrs Lewis be working in the room? Is it to monitor ****? 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 room. This is to safeguard both staff and pupils. Mrs Allred does not know **** and he has never met her before, so I do feel that it is necessary. Mrs Lewis won't be directly working with ****, or monitoring what he is saying. She will be working on a computer at the other side of the room. I thought it better to let **** know that she would be there, so he was not surprised on the day.</p>	
08/07/2020	<p>MA spoke with John Fitzpatrick ****'s new YOT worker/Social Worker. He is visiting **** today and hasn't met **** 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 **** 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 **** or the family have any concerns about the school provision to ensure we manage his provision successfully.</p>	
08/07/2020	<p>Hi Maggie, I saw ****. Unfortunately I did not see his dad. I asked **** if I could see him but he said that he was upstairs and busy. **** 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. MA replied 8.7.20 he seemed unsettled today. Reply from JF 9.7.20 1pm Hi Maggie, I have just spoken to Sam Coppard who is the CAMHS practitioner worker with AR. Am I ok to give him your e mail address?</p>	
09/07/20	<p>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 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 **** 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 **** or the family ask -I just teach him. I am happy to keep a professionals 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>	
12/10/2020	<p>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 **** when he is back in school). Dad talked about provision and said that **** really likes you (Mrs Allred) and that due to ****'s "neurological issues" it's not worth pushing the work at home at this point. Dad recounted at ****'s last school **** would concentrate on his homework at home and appear to be working hard and **** would then say he had finished. It is only when Dad went into school they said that in regards to English Comprehension **** wasn't finishing the homework. Mrs Allred thanked dad for the useful feedback and explained that **** is being taught through personalised learning which is where we build on successes and address challenges and work out ****'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</p>	

	the best way forward. Dad made no negative comments about provision during the discussion and seemed happy with all issues shared.	
22/10/2020	<p>3pm 21.10.20 **** was finding it difficult to concentrate on his English work in 1to1 with Mrs Allred. **** said he found the activity "boring" and put his head on the desk. After discussion **** said he didn't feel able to answer the questions as he wants to know the whole story rather than an extract. **** also said he found it hard to concentrate because his hands felt funny. He said it was because of the soap. **** 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.</p> <p>22.10.20 **** 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. **** said he was surprised that this was in a school book 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. **** listened carefully and understood</p>	
02/11/2020	<p>Mrs Allred discussed with **** 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 **** 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 **** had very difficult things to deal with and this has affected</p> <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. **** seemed to understand this and commented that it didn't seem fair as what happened "wasn't my fault".</p>	
04/11/2020	<p>**** 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 ****'s permission the day before if **** was happy for Mrs Allred to know more information in order to help him move forward in school. **** 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 **** forward and as part of his integration plan). **** 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 **** 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 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 **** about the incident as she knows John will have addressed everything related the incident. **** 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.</p>	
02/12/2020	<p>**** came into his 1to1 sessin 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. **** 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</p>	

	<p>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>	
03/12/2020	<p>**** was discussing how he was in class in mainstream with Mrs Allred and how he talked more in class. **** said he was "always in detention" in Mainstream. **** said he would sometimes forget the detention then get in more trouble for it and get a bigger detention. As **** 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? **** said for not doing his homework or sometimes how he spoke to teachers. Mrs Allred asked what kind of things. **** said he wasn't sure but it was something he had said and they didn't like it. **** said often it was the older female teachers who didn't like him. **** 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 **** 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>	
04/12/2020	<p>During ****'s lesson with Mrs Allred **** said he wondered why he couldn't have medication for his anxiety. He said he (****)was told by the psychologist he couldn't. **** said he didn't want any talking because he had done that before and it doesn't work. **** said he didn't think Autism was the problem -if you sort the anxiety it would be fine. **** said he had just worked this out although the appt was 3-4 months ago. **** appeared very down and Mrs Allred said she felt sad that **** was so down about it. **** 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 **** was happy about this. Mrs Allred rang dad and recounted that **** 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 **** 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 **** gets stuck like this and it always happens when things become more challenging. (**** could be heard in the background talking to his dad). Mrs Allred said **** is learning to find solutions by talking so he is making progress- this is a specific issue about his wish for medication. Dad asked if Mrs Allred could speak to Mrs Hodson to see if someone in mental health could talk to **** about medication or alternatives and Mrs Allred agreed and said we need to keep talking until there is a solution that makes sense to **** and we will pick this up next week. Mrs Allred wished both **** and dad a good weekend.</p>	
07/12/2020	<p>Mrs Allred received a text from Dad this morning: "Hi Mrs Allred I spoke with **** 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>	
20/01/2021	<p>JH phoned John Fitzpatrick, YOT after receiving an email asking for JH to contact him. JF 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 (JF was unsure if this was a flat hand or closed fist) JF asked whether school had any previous concerns of this nature. JH said that we had not. JF</p>	

	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 JF that if Dad hit him he would phone the police. JF is going to make a referral to CSC. JH asked JF to also let Andrea Fontaine know about this and he agreed that he would. Maggie, when you speak to AR this afternoon, can you check with him that he is okay?	
20/01/2021	Spoke to dad and asked it everything okay (no reference made to above incident) -dad said fine. Spoke to **** to set his work for the day and asked him twice in conversation is everything okay -he said yes. I also asked specifically is everything okay at home and he said yes.	
01/02/2021	I hope this email finds you well. I am not sure if either of you are involved with **** anymore but, if you are, I just wanted to draw the 2 attachments copied from ****'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 Gadaffi, which might raise some potential radicalisation concerns, particularly if **** has been posting, or discussing other similar material. Please let me know if you are still involved with **** and the contact details of his current school and support worker, if you are not.	
09/02/2021	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 **** 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 PC 5905 Carmen Thompson Counter Terrorism Case Officers Counter Terrorism Policing North West – Cumbria & Lancashire	
	an Lewis DSL informed Jo Hodson Acting Head Teacher re email from PC Carmen Thompson PREVENT team regarding further concerns-there were none. Jan Lewis DSL sent a reply: Mrs Lewis Tue 09/02/2021 12:38 Good afternoon Carmen Apologies that I wasn't available to speak with you today as I am working from home. In relation to **** ,we have no further concerns at this time. I have cc'd Maggie Allred ****'s high support tutor into this email. Maggie has informed myself and Jo Hodson our Acting Head Teacher that in relation to the Instagram post from **** there is a possibility he could have written the actual post as it appears to be in his style of writing in relation to his ASD.	
22/02/2021	Mrs Allred rang at 2.30 to speak to **** 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 ****? (yes) There was muffled speaking which sounded argumentative and Mrs Allred heard **** say to his dad "you are talking rubbish". **** came to the phone and was fine for his lesson and focussed on his work. Mrs Allred asked is everything was okay and he said "fine".	
24/02/2021	Mrs Allred rang **** half an hour earlier for his lesson today and texted dad asking him to let **** know. **** did not pick up the phone although Mrs Allred rang 3 times. Mrs Allred posted work on Teams and **** didn't respond. At 3.30 Mrs Allred rang mum to see if **** was okay. Mum said yes fine but **** 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 **** is really unhappy about it. Mum was very positive and accepted this. Mrs Allred asked mum to tell **** his work is ready for him on Teams if he wishes to do it to get his attendance mark for today.	
25/02/2021	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 his does spend a lot on **** with food. Mrs Allred said she would get advice from Mrs Hodson and get back to him. **** 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 **** raised his voice. The phone-call was ended so Dad could speak directly to ****	
26/02/2021	Dad visited school to enable Mrs Allred to complete the statement for the DLA application. Mrs Allred wrote: **** has an EHCP which indicates he has learning needs around communication and social interaction. **** finds it hard to understand the interaction of others 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 ****'s ability and opportunities to socially integrate. Support is needed for both **** and his family to ensure the best outcomes for ****. Time and resources are needed to support **** 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 **** was not happy. Mrs Allred explained that the above account she would not share with **** 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 ****'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.	
14/04/2021	Mrs Allred sent an email to ****'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 **** ***** -I am emailing to see if you are able to share any information. Now that social services and YOT have closed their cases with **** 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 **** could pose it only covers learning needs. We are wanting to ensure the risk assessment we have has comprehensive details that ensure both **** and any educational establishment get the correct information and support to ensure **** has	

	<p>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 **** gets the correct support?</p> <p>Reply:</p> <p>Hi Maggie. While we were working with **** no issues of concern came to light in regards to risk of further offending behaviour. **** 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 reduced to low. Please let me know if you require any further information</p>	
21/04/2021	<p>The day before **** 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 **** 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. **** agreed and used the computer with no issues that day. **** 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. **** quickly closed them before anything else could be seen. Mrs Allred asked what **** 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 **** what he knew about it and **** 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 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. **** said he understood, and he said he reads the Guardian. **** 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 **** clarified the news said that the MI5 had been asked to "take them out" which Mrs Allred clarified is different. **** said there are always two sides to a story. Mrs Allred said that it is important that **** 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 **** to make safe choices and not do anything that promotes violence in any way as he knows what the consequences of that are. **** made no comment but nodded as though he understood. Mrs Allred asked would he be interested in a job as a journalist and **** said no. It was clear by ****'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>	
23/04/2021	<p>Following on from a planned meeting regarding an unconnected matter, I asked Dad to remain behind and Jan Lewis came in to discuss concerns relating to the nature of the conversation specific to the website page and ****'s knowledge of conflicts. I contextualised the concern, relating it to prior history and actions. I read out Mrs Allreds report. We discussed that we had sought advice from Prevent (as we had done previously relating to historic concerns). Mr ***** appeared to listen and agreed to discuss these matters with **** at our request. It was agreed that **** 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 **** at home. Mrs Allred was informed of the discussion between dad, Jan Lewis and I.</p>	

23/04/2021	<p>On arrival to his lesson **** sat down and asked why he had been referred to –he couldn't remember the name. Mrs Allred said "Prevent" and **** 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". **** 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. **** 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. **** 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. **** 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. **** said it didn't read 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. **** 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>	
26/04/2021	<p>3.30 Mrs Allred spoke to ****'s dad and explained that the documents sent to him regarding ****'s education were confidential and not meant for **** to read. Dad said that he was not aware of this and didn't realise that they may not be appropriate for ****. 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 **** 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 **** been involved with that at all and Dad said no. Dad expressed concern that **** had been referred to Prevent and said that "**** 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 ****'s provision and asked for this to be passed onto Mrs Eccleston and Mrs Hodson and Mrs Allred agreed to do so.</p>	
27/04/2021	<p>Email sent in response to email from Mr Rudakubana. Also as a measure to protect staff from false allegations or potential harassment, any communication with home, warrants an additional adult present. Dear Mr *****, I have responded to your email addressing most of the points below in your email in bold. In recent weeks you have: sent emails requesting information and staff have promptly responded with the requested information. telephoned staff at school, including me and you have had a prompt response at all times. 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. 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</p>	

directed towards staff, the statements you make in your email about those who attend, and about our school. 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. 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. Best wishes, Jane "Dear Mrs Eccleston, I am writing to highlight the following: 1. Why has **** 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. JE: During our meeting on Friday 23rd with Kim Campbell from Sendiass also present, it was discussed that **** liked computing and also had expressed that he wanted cooking lessons. We 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 **** to process the changes. 2. I am increasingly concerned with the way the people in the care for **** 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. JE: 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 ****. Staff who work with him are aware of the autism diagnosis. Your view that **** communicates 'as 5 years old' does not accord with the view of staff who work with him at school. Indeed, we consider **** to be very articulate and express himself adequately whilst in school. 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. For example, **** 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 **** comfortable and trusting enough to give his opinions and those nonsense "animatedly." As a result, you have 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. On Friday 23rd both Jan Lewis the Designated Safeguarding Lead and I, relayed our comments to you about ****'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 ****. 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 ****'s interest in particular matters. Because there are historic concerns about ****'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 ****. 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 **** 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?! JE : The comment that 'you are abusing your duty of care for a vulnerable child that we placed in your care' is a serious allegation 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. 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, **** 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 **** was not ready to go to any mainstream school. But no-one mentioned an alternative. I am disappointed because **** 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 ****, tell us things we don't currently know and there are many. Do you have a copy of ****'s EHCP? If not why? Please let us know so that I send you a copy. We are supposed to work as a team! JE: During the meeting of the 23rd it was explained to you again by Mrs Hodson and me, that you made the request for **** to be assessed by the local authority for an EHCP in 2020. We could not make the request at the time because **** 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 ****, and this was reflected in the plan. In recent emails and discussions, you now desire specialist provision for him, and it was explained that 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. 4. I am concerned that while we are seeking to find **** 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. **** is somebody's son and we are ready to get him out of Acorns's grip even if this means going to courts. 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 **** more than us, his parents. Therefore, take us seriously when we say that you have a duty of care to help find **** a special school. That is what we are fighting for. JE: 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 - that your needs and ****s would be sought as part of the process. Your comment 'we are ready to get him out of Acorn's grip even if this means going to courts' is unhelpful. **** attends this school because of a permanent exclusion and when this occurs it is the local authority that places a child. **** 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. 5. You told me that ****'s views on transfer are as important in leaving Acorns. However, I disagree. **** 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. JE: ****'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. 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 **** has found it difficult to attend such classes in the past. However, **** has been in the class before at Range High, full time for over two years. You know as much as we know that **** does not need to prove himself or to Acorns any further that he is 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 ****. JE: No further comments to add here. I hope I have shared with you our parental position and objective. **** 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. **** 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. We understand that ****'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 ****. You have unbelievable powers over his life. JE: As stated previously, in this email and in the meeting of 23rd April, we will support **** - as we always have done Associated Actions- since he became a student at Acorns. Thank you.

Alphonse

8038Maggie Allred

Tue, 27 Apr 2021 14:30

Communication

with parents/guardian

	<p>Status: Closed</p> <p>Assigned to: Nobody</p> <p>**** came str</p>	
27.4.2021	**** 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 **** 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 "**** has done well today"	
16.2.21	ASD diagnosis confirmed by Alder Hey	JH
13.4.21	Final EHCP Plan Issued	JH
21.12.21	Amendment to EHCP to reflect need. Letter from Carole Power	
05/05/2021	When **** arrived in Science lesson 3, peers CMcR, BK and OH shouted 'hey that's the kid who stabbed someone' 'did you stab someone' ? **** 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'. **** remained insular for the remainder of the lesson.	
06/05/2021	<p>Dear Mr. *****, 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. **** joined the Rowan class on Wednesday 5th 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. Mrs. Allred had agreed with **** that if he felt unsafe or uncomfortable, then he was to let an adult know and that we would deal with it. Following the science lesson **** went to his 1-1 session with Mrs. Allred, who sent me the following email:-</p> <p>"**** 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. **** said that is a long time and he is not going to go to the lesson again. He said the work was okay." Mrs. Ellison (Jill) then reported to me that she was concerned about some of the comments that had been directed towards **** in the lesson by some of the other pupils. She was concerned that some of the comments may have been racist. As we have a zero tolerance approach to racism, this was taken very seriously. Next steps:- 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. Pupils were given warnings and were reminded of how seriously the school takes any form of racism. 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). Mrs. Allred and Mrs. Lewis spoke to **** to find out if he had heard any comments which caused him any concern. He confirmed that he had not. **** reiterated that he did not want to go back into the science class as it was too noisy for him It was agreed with **** 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>	
06/05/2021	On arrival into lesson **** 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 **** 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	

	<p>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 thing to do. Both Mrs Lewis and Mrs Allred checked with **** 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 **** said no. Mrs Allred asked how does he feel generally about the group and he said it was noisy. **** said he found the other smaller group easier (when he attended Science lessons in the Autumn term 2020) than that group. Mrs Allred complimented **** on coping so well and better than the last group- particularly as it was harder. **** said he doesn't like sitting at the front and prefers to sit at the back when he is in class. **** 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 **** 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 **** 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. **** seemed very happy about this and nodded in agreement.</p>	
<p>13/05/2021</p>	<p>Sam explained that she is seeing **** regularly - to date he has had weekly sessions which has also included parent time. Sam has met ****'s mum on one occasion. All sessions have been via Attend Anywhere (web camera). Sam explained that she has worked to improve ****'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. **** has attend with ease and is always keen to talk. Sam said this is working better for **** as previously he would leave straight for Acorns after sessions without time to process things and prepare for learning. Sam explained that **** shared with he was not leaving the home except to come to school. Sam has set goals with **** and asked Dad to take **** out for a walk in his local area every day however she has recounted that **** shared this actually only happened once or twice as Dad said he thought he had to drive to places to take **** for walks. **** shared that dad has driven him to places for walks once or twice since we set the goal. Sam has explained to Dad that he needs to take **** for walks around the block with a view to **** being able to build up confidence to do the same on his own. Sam suggested that when **** is ready Dad could leave him half way and walk the other way to meet up with him. This will take time. **** is anxious re leaving the home and needs the support of his father. **** does not initiate walks and needs his dad to structure it into his morning. **** is now awake early and so there is more time for this. **** reports feeling better for having more sleep. Diet has also been addressed. **** 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 **** 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 **** and is understandably upset at the experiences that **** 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 **** to try new recipes that have been shared to replace processed food saying that **** will not like the taste. ****'s relationship with dad can be difficult as **** does not feel that dad is doing the things that he should be and may say things that do not capture ****'s true</p>	

	<p>presentation or needs. i.e. **** 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. **** 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. **** is sharing that he needs his dad to lead the way on certain things. **** has been willing to work with her and she has found **** 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, **** has become more willing to look at Specialist School Provisions and he is also more willing to talk about his own learning needs which he prefers to view aside from any diagnosis of Autism. Sam said that **** has read the latest parent view comments for the EHCP review and **** told her that dad has said that he has experienced problems with his long and short term memory over the past year. **** 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 **** 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. **** is an intelligent young person - who is motivated to learn - he has told Sam that he has started to teach himself German. **** 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>	
13/05/2021	<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>	
13/05/2021	<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 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. 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. In your letter you said that some students were racists to **** 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 ****. With regards to the upcoming review meeting on 20 May 2021 at 10:30 am, 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, **** 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 **** prepare. I look forward to hearing from you. Kind regards, Alphonse</p>	
17/052021	<p>**** has just shared with me: **** 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 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. **** 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. **** said to his dad that he (dad) used to hit him (****) and that was worse. He used to hit me when I was younger. I think he is now scared to hit me. ****'</p>	

	<p>dad said this can't carry on. **** was angry that his dad denied hitting him and that he was making out that he was the victim, so **** 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. **** said he would tell school on Monday and Dad said okay, I will delete the photos and videos if you don't say anything. **** 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 **** during the lesson. **** read this typed up account to check it was all accurate. Mrs Hodson came in to listen to **** 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 **** feel safe at home and **** said yes. Mrs Allred encouraged **** to speak to his mum.</p>	
	<p>Mrs Allred spoke to dad who said he did not need any further support at home and everything is fine. Will speak to Helen Watson and see if there are option available to present at the meeting on the 20th</p>	
	<p>During his teaching session, **** 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. **** became aggressive and walked out of the session with Mrs Allred High Support Teacher. 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 undo distress or worry. Mrs Allred spoke to ****'s mum (with weekly phone-call update as agreed) and reported to mum that he had a difficult day on Tuesday and once again **** was worrying about paperwork and he fell out 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.</p>	
	<p>Following phone-call with mum today Mrs Allred rang Samantha Steed (****'s CAMHS worker) to update her on ****. Mrs Allred explained she was concerned and wanted to make her aware that **** 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 **** 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 said that the parents have made a self -referral to social care who are currently working with the family.</p>	
	<p>Spoke with ****'s dad as agreed regarding ****'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 **** not attending. Dad said that **** 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 **** and so now he sees Sam once every 3 weeks instead of once a week. The Prevent referral was discussed and Dad said that **** 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 **** 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 with them however it isn't for **** to see as he is a child. Dad suggested that **** bring in the written information and discuss it with us as he trusts Mrs Allred and **** 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>	

	<p>Mrs Allred spoke to Stacey Haydock at 4.30pm. 1.9.21 regarding **** *****. Stacey explained that she is the social worker who is completing a family assessment with the family and wanted to know ****'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. 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 ****. This has resulted in distrust and paranoia from **** which has eroded the relationship despite efforts to review some documents with him in an age-appropriate way. At the end of term **** 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. Mrs Allred explained he had a meeting a 10am tomorrow with **** 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. Stacey explained that she has not been able to speak with **** 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 **** 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. Stacey said **** has alleged that his dad has hit his brother in the summer, but his brother denied this when Stacey asked his brother. 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 **** and Mrs Allred suggested an SEN provision that meets ****'s academic needs as soon as possible that has a 16+ provision. Also, a keyworker to build a relationship with **** 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.</p>	
	<p>Mrs Allred spoke to Sam Steed ****'s social worker to get an update on ****'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 **** and that dad was unhappy with this. Sam said that he was not happy with this and didn't understand the reason why. **** 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. Dad has also said that the work Sam is doing with **** 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 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. Mrs Allred asked if Sam is intending to do a home visit and Sam said it can cause more problems as **** is unhappy with his dad so the discussion will create more division between dad and **** which isn't helpful. Sam speaks to the family on the phone and has spoken with ****. He often seems to be asleep and he has focussed recently on the Olympics. Sam said that **** 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. Sam said that dad has said that **** will not attend an appointment at CAMHS if it is 10am. Both Mrs Allred and Sam agreed that **** needs to feel heard. Mrs Allred expressed concern that **** 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. Mrs Allred expressed her concern that **** may</p>	

	<p>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 **** his opinion so that this can be recorded with the record.</p>	
	<p>Please can I speak with **** 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 Jo Hodson agreed to a call during the lesson in private. Mrs Allred remained present as **** was refusing to talk because **** wanted to see her in person not on the phone. Sam said that **** is demanding to see her and explained to him it is not possible straight away. **** 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.</p>	
	<p>**** asked Mrs Allred if she had heard what Rishi Sunak (politician) had said about Jews that is was supposed to anti- semitic but he (****) didn't think that it was. **** said that why is it that everyone knows about the Jewish Holocaust but no-one talks about the other genocides in the world. **** 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. **** 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>	
	<p>**** 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 **** 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 **** dismissed this making negative comments about them. Mrs Allred said I would not want you to be involved in hate or violence and **** 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 **** understood he would be interrupting the lesson and he said this is what he used to do in the Range. ACTION create a social story around appropriate conversation at the right times.</p>	
	<p>Mrs Lewis and Mrs Allred were with **** today for his lesson. **** 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. **** 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 **** 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 ****'s opinion is recorded) **** said that there wasn't a bomb on London Bridge and</p>	

	<p>that wasn't true. Mrs Allred agreed to record this. Mrs Allred spoke very frankly to **** 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. **** agreed he didn't want this. Mrs Allred composed a simple social story verbally with **** 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 **** 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 **** said he understood this. Mrs Allred asked if ****'s anxiety had improved now he knows he probably will be going to Presfield and **** said that it is. Mrs Allred asked that **** now attend full time so he can get the grades he needs. Sam Steed rang Mrs Allred to discuss a possible visit by Michelle (****'s CAMHS keyworker) on Monday to discuss strategies to help **** with his anxiety. Mrs Allred shared with Sam that **** 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 affect as well. It was agreed due to the positive change Michelle did not need to come into school and instead meet **** at home.</p>	
	<p>**** 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 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. **** 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. **** 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>Text from Dad: "Hi, **** 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>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. 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.</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: **** 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 KITCHEN 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 SEARCHED A SMALL KITCHEN KNIFE WAS FOUND ON HIM. WHILST TAKING **** HOME HE DISCLOSED HE WAS PLANNING ON STABBING SOMEONE WITH THE KNIFE. ****</p>	

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.

