

## Risk Out of the Home Vulnerability (ROTH) Assessment / Social Work Report

Practitioner	Korinna Lin
Date	8 <sup>th</sup> February 2025
<b>Young Person's Information</b>	
Forename(s)	Louis Matthew
Surname	Carter
Preferred Name	Louis
Date of Birth	23/6/2010
Age	14
ID	1549384
Address	90b Turnbull Lodge, Wilham Town
Other Address (e.g., stays with parent at weekends)	
Telephone (Primary Contact)	07685494201
Gender	Male
Nationality	British
Ethnicity	Black British. Louis has a dual heritage identity
Primary Language	English
Disabilities	None
SEND / Learning Disability	Louis is waiting for a dyslexia assessment to be completed
Current Legal Status	Section 47 investigation
Pen Portrait – who is this young person? (Likes, dislikes, interests, skills, worries)	<p>I have not known Louis for very long, but in the meetings we have had I have learnt that he is a thoughtful person, who cares about his friends and family. Louis enjoys sports and being on his bike. With Louis' permission I spoke with Jason, his learning mentor at school who has known Louis for some time, to learn more about him and what has led to the current difficulties. Jason has told me that Louis is well liked and respected in school and that, after he finishes his GCSEs, Louis plans to do a BTEC in Physical Education at Lord's College and that a lot of Louis's friends are also planning on going there too. Louis plays for the school football team, and he is worried about the fact that he is missing important matches because he hasn't been able to go to school. Louis has not spoken to me directly about how he feels about the recent violent incidents that have caused him harm, but he has told his mother and stepfather that he is staying at home because he is scared that something else will happen. From my short involvement with Louis, I have the impression that he is a well-liked and well-respected young person, who is committed to his friends and teammates. Louis is particularly talented in various sports and is looking forward to developing these skills in future.</p>
Professional who currently knows the young person best	Jason Prichard – School Mentor and home liaison officer
<b>A Nature of risk and harm</b>	
A1. Is this young person at risk of harm beyond their home or their parent/carer relationships?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
A2. Are any of the following dynamics of extra-familial harm evident features of how this young person has been accessed, influenced or controlled?	<input type="checkbox"/> Coercion <input checked="" type="checkbox"/> Constrained choices <input type="checkbox"/> Debt bondage <input checked="" type="checkbox"/> Negative peer influence <input type="checkbox"/> Grooming <input type="checkbox"/> Young person is gaining something
A3. Are any of the following consequences of extra-familial harm evident in the behaviours/situations that professionals or	<input checked="" type="checkbox"/> Professionals are unable to engage the young person in support

<p>parents/carers see?</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Young person is missing from home, care or education</li> <li><input checked="" type="checkbox"/> Decline in the young person's mental health or emotional wellbeing</li> <li><input checked="" type="checkbox"/> Decline in the young person's physical health and/or use of substances</li> <li><input checked="" type="checkbox"/> Changes in relationships with parents, carers, siblings, peers or professionals</li> <li><input type="checkbox"/> Young person behaves in ways considered 'risky' or acts against the advice of parents/carers/professionals</li> </ul>												
<p><b>A4.</b> Are any of the following service, system or structural harms associated to the risks this young person is facing beyond their home?</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Part time or reduced school timetables</li> <li><input checked="" type="checkbox"/> Suspension or exclusion from school</li> <li><input checked="" type="checkbox"/> Negative interactions with policing, social care, health, education or other statutory agencies</li> <li><input checked="" type="checkbox"/> Overcrowded, temporary, unsafe or unsuitable housing</li> <li><input checked="" type="checkbox"/> Delayed or insufficient access to assessments for ASD or learning needs</li> <li><input checked="" type="checkbox"/> Experiences of discrimination (sexism, racism, ableism, homophobia etc.)</li> </ul>												
<p><b>A5.</b> Contexts where this young person has been harmed beyond their family home?</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> In, around or on the way to school, college or other educational setting</li> <li><input type="checkbox"/> Via or on modes public transport</li> <li><input type="checkbox"/> Online platforms</li> <li><input type="checkbox"/> Homes of peers or adults unconnected to their families</li> <li><input checked="" type="checkbox"/> Public spaces – parks, streets, shopping centres, hospitality settings</li> <li><input type="checkbox"/> In or around youth, sports or other out-of-school provisions</li> </ul>												
<p><b>A6.</b> Which, if any, of the following terms could be used to categorise the interpersonal harm this young person has experienced?</p>	<table border="0" style="width: 100%;"> <tr> <td><input type="checkbox"/> Child Sexual Exploitation (CSE)</td> <td><input type="checkbox"/> Intimate Partner Violence</td> </tr> <tr> <td><input checked="" type="checkbox"/> Child Criminal Exploitation (CE)</td> <td><input type="checkbox"/> Modern Slavery</td> </tr> <tr> <td><input checked="" type="checkbox"/> Serious Youth Violence</td> <td><input type="checkbox"/> Online Exploitation</td> </tr> <tr> <td><input type="checkbox"/> County Lines</td> <td><input checked="" type="checkbox"/> Racial Abuse</td> </tr> <tr> <td><input checked="" type="checkbox"/> Peer on Peer Abuse</td> <td><input checked="" type="checkbox"/> Antisocial Behaviour (ASB)</td> </tr> <tr> <td><input type="checkbox"/> Harmful Sexual Behaviour</td> <td><input type="checkbox"/> Other (please state)</td> </tr> </table>	<input type="checkbox"/> Child Sexual Exploitation (CSE)	<input type="checkbox"/> Intimate Partner Violence	<input checked="" type="checkbox"/> Child Criminal Exploitation (CE)	<input type="checkbox"/> Modern Slavery	<input checked="" type="checkbox"/> Serious Youth Violence	<input type="checkbox"/> Online Exploitation	<input type="checkbox"/> County Lines	<input checked="" type="checkbox"/> Racial Abuse	<input checked="" type="checkbox"/> Peer on Peer Abuse	<input checked="" type="checkbox"/> Antisocial Behaviour (ASB)	<input type="checkbox"/> Harmful Sexual Behaviour	<input type="checkbox"/> Other (please state)
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<p><b>A7.</b> If you identified the family/home context as particularly relevant, please summarise any information you have about</p> <ul style="list-style-type: none"> <li>- The needs/identity of the children in the home</li> <li>- Parental and wider family capacity to protect</li> <li>- Environmental factors impacting the home/family</li> </ul>	<p>The relevance of the home context for Louis is that it is place where he feels safe. He has a good relationship with his parents and until recently also with his siblings. However, the impact of the harm Louis has experienced lately has had an impact on home life in the sense that it has placed additional pressure on everyone, including his younger siblings. Louis has become much more withdrawn and uncommunicative. Louis's mother is very worried and would like him to tell her more about what is going on, but he is not ready or able to do this at the present time. At present Louis has very little contact with his friends who he is used to seeing every day. They are not able to come to the home because there is not enough room (Louis shares a room with his siblings).</p> <p>To summarise:</p> <p>Needs: There is a need for more appropriate (larger) housing so that the children have more space and can spend time with their friends and study etc. The family are currently in a 2-bedroom property, but they have 2 adults and 3 children.</p> <p>Family capacity to protect: Louis's parent/carers and siblings provide protective relationships for him.</p> <p>Environmental factors: As Louis is unable to talk about what has happened to him and as we do not yet understand why this has happened, this has created a feeling of fear and hypervigilance for Louis's family when they are out of the home. They do not know if they are likely to be a target of any violence etc.</p>												
<p><b>A8.</b> If you identified peer influence as particularly relevant, please summarise any information you have about</p> <ul style="list-style-type: none"> <li>- The needs/identity of the peer group</li> <li>- Guardianship capacity around the peer</li> </ul>	<p>Louis has a small group of friends who he likes and trusts. They have been friends since primary school, and all came to the high school together. Louis also has friends from football – they have spent a lot of time together travelling to matches etc. so are a close group. These peers provide a great deal of protection and support for Louis. Some of Louis's friends from school were with him during the first violent incident and one of them is currently on a suspension from school for being</p>												

<p>group</p> <ul style="list-style-type: none"> <li>- Environmental factors impacting the peer group/relationships</li> </ul>	<p>involved in this incident.</p> <p>I understand from speaking to Louis's mother, Jason Carter and the police that the incidents that have led to Louis's current isolation and risk of exclusion have all taken place in the context of peers. When I asked Louis if the other young people who he has been in fights with or was attacked by are his friends he shook his head and said they are not. I believe that these are other young people that Louise knows but are not his close friends.</p> <p>To summarise:</p> <p>Needs: Louis's friendship group is in need of a safe space to be together and offer each other friendship and provide each other with support. Louis's wider peer group is need of restorative support and further assessment to understand what has led to these violent incidents</p> <p>Guardianship: There is very little guardianship available to the wider peer group when they are outside of school which I believe to be a significant contributory factor to the current violence. Currently the police are the main presence around this wider peer group but there is a great deal of mistrust and negativity around this, and their involvement has led to Louis's currently being threatened with school exclusion and involvement in criminal justice.</p> <p>Environment: There are several unknowns about the wider environment surrounding the peer group – one significant one was raised by Louis's mother and Jason Carter, which is the possibility that there are adults who are providing young people with drugs and also exploiting them to sell this on their behalf.</p>
<p><b>A9.</b> If you identified education contexts as particularly relevant, please summarise any information you have about:</p> <ul style="list-style-type: none"> <li>- The needs/identity of students</li> <li>- Guardianship capacity around the students</li> <li>- Environmental factors impacting the school environment</li> <li>-</li> </ul>	<p>Louis would like to return to school, suggesting he feels relatively safe there. However, I am worried about the fact that the school is considering excluding Louis because he has been accused by the police of having a knife in a location close to the school grounds. I am also aware that Louis is waiting for a dyslexia assessment. I have had one short conversation with the DSL but would like to find out more about how this can be progressed. Jason Carter told me about a bullying incident at the school which involved young people who have since left the school. I am not sure if this is linked to the harm that is taking place at the moment.</p> <p>To summarise:</p> <p>Needs: Louis needs to have a safe and caring place to complete his education. He needs to have his dyslexia assessment completed before his exams because this could have a big impact on the time he has available and therefore the outcome of the exams.</p> <p>Guardianship: Louis has good relationships with several members of staff at the school, and particularly with Jason Carter his learning mentor. However, the fact that there is a historical and unresolved bullying situation worries me. Although it may no longer be the school's role to support restoration with these former students, it does raise questions about the needs of other students and about how the school responds to bullying.</p> <p>Environmental factors: The school culture is likely being informed by its sanction-based response to bullying and its bullying policy as well as their exclusions. I am worried that both are impacting Louis' access to education. I am also aware that Louis has been harmed travelling to school and at a local park near to the school while these are not the school themselves, they are environments that influence Louis' access to school.</p>
<p><b>A10</b> If you identified public space contexts as particularly relevant, please summarise any information you have about:</p> <ul style="list-style-type: none"> <li>- The needs/identity of the young people who are there</li> <li>- Guardianship capacity in and around the place</li> <li>- Environmental factors impacting the place</li> </ul>	<p>The local park, streets and area between home and school are public places where Louis has been harmed. This is a very important context in terms of his future safety and wellbeing. Louis is currently too scared to enter these places. He has experienced physical violence, and it is also possible that he is being groomed to sell cannabis and may have a dependency that began and is being exploited in this context.</p> <p>To summarise</p> <p>Needs: Louis needs to be safe to travel to school and back and to spend time playing football and being with his friends in his local neighbourhood without fear. I believe that the experiences that Louis has had have left him traumatized and he is in need of support for his mental health and emotional well-being for him to feel safe in these places again. If Louis is to be able to spend time safely in the area, there is a need for restoration and positive relationships to be fostered with the other young people who spend time in that area, otherwise it is hard to see how the current grievances will be resolved.</p> <p>Guardianship: There is no consistent safe adult guardianship in these spaces at the moment. The</p>

	<p>main guardianship is provided by the police. Louis told me that he and friends have been stopped and searched by the police lots of times and he does not see them as a supportive presence. He doesn't believe anyone can protect him.</p> <p>Environmental factors: There are worries by the people who know Louis well that this area is one which is being targeted for drug selling and exploitation.</p>
<p><b>A11</b> Based on the above information please summarise the situation the young person is in – noting key features of the harm, contextual dynamics and the role that systems and structures play</p> <p>Focus on issues that most warrant attention or present the greatest challenges to providing effective support and protection</p>	<p>Louis is usually a happy, friendly young person with many skills and interests. At present though, the violence and harm that Louis has faced and has caused is having a significant impact on his life, meaning that he cannot leave the home, is at risk of exclusion from his school and is cut off from the day-to-day life that he is used to. As well as his physical safety being at risk, Louis's mental health, educational potential and social life are all severely suffering at present.</p> <p>The issues that most need attention are:</p> <ul style="list-style-type: none"> <li>- Risk of exclusion and delayed dyslexia assessment which are both impacting his access to education</li> <li>- Lack of safe spaces for Louis to socialise with his friends</li> <li>- The impact of recent incidents on Louis' mental health</li> <li>- Lack of access to trusted adults beyond the family home</li> <li>- Local neighbourhood tensions that require restorative intervention</li> </ul>
<p><b>A12</b> What is the severity of the risks you have outlined above?</p>	<p><input checked="" type="checkbox"/> Risk of, or experiencing, significant harm (s.47)</p> <p><input type="checkbox"/> Young person is in need of support (s.17)</p> <p><input type="checkbox"/> Early help should be offered</p> <p><input type="checkbox"/> No assistance needed at this time</p>
<p><b>B Access to safety</b></p>	
<p><b>B1</b> Where is this young person safest?</p>	<p><input checked="" type="checkbox"/> At home</p> <p><input type="checkbox"/> With their peers</p> <p><input checked="" type="checkbox"/> With their family</p> <p><input checked="" type="checkbox"/> In education</p> <p><input type="checkbox"/> In informal public spaces they choose</p> <p><input type="checkbox"/> In formal public spaces (gym, youth club, church, mosque etc.)</p>
<p><b>B2</b> In what ways does the young person's home environment contribute to their safety?</p>	<p>Louis has a good relationship with both of his carers (his Mum and Stepdad) and until recently has enjoyed playing with his siblings. They have a family dog who Louis loves and who everyone at home thinks of as 'Louis's dog'. These strong home relationships and safe environment have helped Louis to regulate his emotions following the traumatic incidents of recent weeks.</p>
<p><b>B3</b> In what ways does the young person's peers contribute to their safety?</p>	<p>Louis has a small group of very close friends – they have been a group since primary school and enjoy being together. Louis has until recently walked to school with two friends from this group. Louis has said that he feels safe with these friends. Louis also has another group of friends through his membership of the school football team. Understandably Louis didn't want to talk too much about these things with me because of how hard it is to not see his friends and because he doesn't know me very well, but from seeing the trophies on the wall and from speaking to his mum and Jason Carter, I think that Louis gains a sense of identity and self-worth from being with his football friends. These good friendships contribute to Louis's safety because they provide him with positive and safe social opportunities where he is can express himself and and experience mutual trust and love.</p>
<p><b>B4</b> In what way does the young person's school/college environment contribute to their safety?</p>	<p>Louis's closest friends are at school, and he usually does well there both socially and educationally. He is liked by many pupils and teachers and has a particularly good relationship with his learning mentor. He plays for the school football team and is well respected through this. All of these things, along with the learning mentor provision have helped to keep Louis relatively safe there. Through the stability and investment of the school Louis is starting to develop a sense of direction and hope for his future. Through developing Louis's self-esteem and providing conditions for positive social and mental health, the school has contributed to Louis's safety.</p>
<p><b>B5</b> In what way does the public spaces the young person spends time in contribute to their safety?</p>	<p>Louis does not feel safe to go outdoors at present or travel to school, or in any of the areas where he has experienced violence recently. My initial assessment of the area through walking around and observing the place I can see that there may be opportunities to develop positive guardianship there in the form of local businesses, residents and other people who work in the area. I have spoken to our detached youth work team, but they currently do not operate in that area. In the past Louis has enjoyed being with peers in these spaces, playing and chatting etc. These places are very familiar to him from being a very young child.</p>
<p><b>B6</b> In what way have professionals contributed to the young person's safety?</p>	<p>The main professional who has contributed to Louis' safety is Jason Carter, through consistent support at school and in visiting Louis's at home since the violence has occurred. Louis is very</p>

	wary of talking to any other professional at the moment.
<b>B7</b> Does the young person identify any measures they take to keep themselves safe?	Louis is avoiding going to places where he thinks he will be unsafe. Louis has told Jason Carter that he has carried a knife and although he has not wanted to talk to me about this, it is fair to imagine that this is a strategy to keep himself safe from further violence following the attack.
<b>B8</b> If safety mapping has been completed, please attach and name green zones identified by the young person	I have not been able to do this with Louis as yet. Understandably it will take a longer for Louis to trust me and open up to me, but it is possible that he may be happy to do this with Jason or another worker.

### C Professional responses and support to date

<b>C1</b> Current Key Agencies	School Youth Justice Safeguarding nurse
<b>C2</b> Has the Child or the situation they are facing been discussed at a panel previously? If yes, please panel name and dates.	A park where Louis has been attacked is due to be discussed at the next Context Planning Panel on 5 <sup>th</sup> March 2025
<b>C3</b> Support provided to date	There has been very little involvement from services with Louis
<b>C4</b> Effective features of support provided to date	<p>The most effective support that Louis has received has been from school, via his learning mentor and home school liaison officer. The features of this support are that Jason has built a relationship with Louis and his family over several years. The support started after bullying incident at school after which Louis had some difficulties managing at school (described as ‘behavioural’ by school). Since then, Jason has offered Louis a drop-in space and Louis has made use of this to talk to Jason about how he is finding school and friendships.</p> <p>The Youth Justice worker has not begun work with Louis yet.</p> <p>The safeguarding nurse made a referral to safeguarding following Louis’s admission to hospital. There has been no ongoing work.</p>
<b>C5</b> Challenges or limitations with support provided to date	All of the support to date has focused on intervening with Louis. The things that are making life hard for Louis – no space to spend time with his friends, delayed dyslexia assessment, potential exclusion and violence in public places – are not addressed with the support. No support has been made available to, or coordinated across, his friendship group who have all been impacted by the recent violent incidents. Also, while the school in many ways have supported Louis, particularly via Jason, the impact of their bullying and exclusions policies on Louis have not been addressed. The support that Louis does receive from Jason is all based at school and while Jason can make some home visits this is not sustainable in the long run and will end if Louis is excluded from school.

### D Views

Please complete the following section considering the situation the young person is in, what they need, their access to protective adults and peers, and any environmental factors that influence their safety.

<b>D1</b> Child’s views	Understandably, Louis has not wanted to say very much to me about what has happened. In the short conversation I have had, Louis has said that he would like to go back to school and for things to be “normal” again. He also expressed feeling “bad” about the impact that this is having on his family.
<b>D2</b> Parent/Carer’s views	Louis’s mother and stepfather are both of the view that there are things that Louis is unable to tell them. They would really like him to be able to finish his exams at school and go to college. They think that the violence and harm that has happened is due to long term grievance and rivalry between some older young people who Louis was bullied by before at school. They are very scared for Louis safety and talked about other young people they know of in the area who have been assaulted by knives or are in prison and they are desperate to protect Louis from this however they can. Louis’ Mum says she thinks Louis does smoke cannabis but she doesn’t think he is dealing/selling, but she says she cannot be sure. She would really like to move house, not to leave the area but to be somewhere Louis can have his own room and have his friends round. Both carers describe how worried they are about Louis being on his own a lot and not playing football as he is like “a shadow of his usual self”
<b>D3</b> View from the professional who knows them best (as identified by the young person)	Jason, the school mentor is the professional who knows Louis best. I have met with Jason, and he has very similar views to Louis’s carers. He talked about how Louis has been traumatized by his experiences of violence (by harming others and being harmed) and that this is not something that is ‘typical’ of him, but something that has come about due to fallings out and grievances with wider peers. Jason is also worried that some of this may be fueled by exploitation related to drugs. Jason believes that the best thing for Louis is for him to come back to school. He is in the process of talking to the DSL and other school leaders about Louis and what sanctions and safety plans they can put in place, and whether these can be decided with the context of his needs, experiences of harm and vulnerability in mind. At present the school has a ‘zero tolerance’ to weapons so this makes things very challenging.

### E Prioritisation

A section to summarise the findings of your assessment to identify matters that require most attention in your plan	
<b>E1 Which context most influences this young person's safety?</b> (Context-Weighting)	The context that most influences Louis's safety are the neighbourhood/ public places he travels to on his way to school, the park next to the school and the streets connecting these places. This is the context where Louis has been harmed by violence and has caused harm to others. He is too scared to be in those places at the moment. In this context Louis may have access to and be using cannabis. He may also be groomed and exploited to sell this.
<b>E2 Do the most influential contexts impact other contexts this young person spends time in – and how?</b> (Consider push and pull factors)	<p>The neighbourhood/public places context is also impacted by Louis's peer group. Louis's group of friends help to keep him safe, but his wider peer group who he encounters in the park and streets near his school are a significant source of harm. Louis is drawn to these spaces like lots of other young people in the area as it is somewhere for them to spend time together.</p> <p>The violence in the neighbourhood has impacted Louis' behaviour at school</p> <p>The bullying at school has impacted the violence that is now happening in the neighbourhood</p> <p>The violence and harm Louis has experienced at school and in his neighbourhood have impacted his family and his close friendships.</p>
<b>E3 What dynamics of extra-familial harm are most impacting your ability to provide safety?</b> (Refer back to question A2 and A3 and discuss these features considering your wider assessment)	The EFH that Louis is facing is in the form of violence between young people. This violence is very much influenced by his wider peer relationships. These peer relationships have not been the target of any intervention to date, but the influence of ongoing grievances in these relationships mean that the risks to Louis are persisting despite support being put in place for him directly. Louis' feelings of both fear and loyalty mean that he is unable to share much about what is going on for him. Instead, he is trying to stay safe but staying at home and away from his friends, even though this is negatively impacting his mental health and his education.
<b>E4 What system or service challenges are impacting your ability to provide safety?</b> (Refer back to question A4 and discuss these features considering your wider assessment)	<p>Louis' access to education is at risk due to both the threat of exclusion (due to the school's zero tolerance policy to young people carrying knives) and the backlog of dyslexia assessments</p> <p>The only guardianship available to Louis in the neighbourhood at present are the police and Louis does not experience them as providing safety. The detached youth service has been severely cut and does not operate in this area</p> <p>There a significant waiting list for 3-bedroom properties close in the area where Louis lives and goes to school meaning he is in need of other places where he can spend time with friends outside of school</p>
<b>E5 What does this young person most need from professionals?</b>	<ul style="list-style-type: none"> <li>- Help to travel to and from school safely</li> <li>- Help to stay in his school and finish his GCSE</li> <li>- A completed dyslexia assessment and associated plan</li> <li>- Help to safely access social support from his friends and football group</li> <li>- Access to mental health support following the physical harm he has endured</li> <li>- Support for his family to find a property with a third bedroom</li> <li>- Facilitated restoration and reconciliation between him and the peers who have harmed him and who he has harmed (we need more understanding of the situation before we can do this)</li> <li>- Longer term guardianship in the area for Louis and the other young people (we need more understanding of the situation before we can do this)</li> </ul>
Manager Review	
Manager's Comments	I am supportive of this assessment to progress to an ICPC on the basis of significant risk of harm (physical and emotional).
Name	Jo Silcox
Date	12 <sup>th</sup> February 2025