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| **Risk Out of the Home Vulnerability (ROTH) Assessment / Social Work Report** | |
| Practitioner |  |
| Date |  |
| **Young Person's Information** | |
| Forename(s) |  |
| Surname |  |
| Preferred Name |  |
| Date of Birth |  |
| Age |  |
| ID |  |
| Address |  |
| Other Address  (e.g., stays with parent at weekends) |  |
| Telephone (Primary Contact) |  |
| Gender |  |
| Nationality |  |
| Ethnicity |  |
| Primary Language |  |
| Disabilities |  |
| SEND / Learning Disability |  |
| Current Legal Status |  |
| Pen Portrait – who is this young person? (Likes, dislikes, interests, skills, worries) |  |
| Professional who currently knows the young person best |  |
| **A Nature of risk and harm** | |
| **A1.** Is this young person at risk of harm beyond their home or their parent/carer relationships? | |  |  | | --- | --- | |  | Yes | |  | 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? | |  |  | | --- | --- | |  | Coercion | |  | Constrained choices | |  | Debt bondage | |  | Negative peer influence | |  | Grooming | |  | Young person is gaining something | |
| **A3.** Are any of the following consequences of extra-familial harm evident in the behaviours/situations that professionals or parents/carers see? | |  |  | | --- | --- | |  | Professionals are unable to engage the young person in support | |  | Young person is missing from home, care or education | |  | Decline in the young person’s mental health or emotional wellbeing | |  | Decline in the young person’s physical health and/or use of substances | |  | Changes in relationships with parents, carers, siblings, peers or professionals | |  | Young person behaves in ways considered ‘risky’ or acts against the advice of parents/carers/professionals | |
| **A4.** Are any of the following service, system or structural harms associated to the risks this young person is facing beyond their home? | |  |  | | --- | --- | |  | Part time or reduced school timetables | |  | Suspension or exclusion from school | |  | Negative interactions with policing, social care, health, education or other statutory agencies | |  | Overcrowded, temporary, unsafe or unsuitable housing | |  | Delayed or insufficient access to assessments for ASD or learning needs | |  | Experiences of discrimination (sexism, racism, ableism, homophobia etc.) | |
| **A5.** Contexts where this young person has been harmed beyond their family home? | |  |  | | --- | --- | |  | In, around or on the way to school, college or other educational setting | |  | Via or on modes public transport | |  | Online platforms | |  | Homes of peers or adults unconnected to their families | |  | Public spaces – parks, streets, shopping centres, hospitality settings | |  | In or around youth, sports or other out-of-school provisions | |
| **A6**. Which, if any, of the following terms could be used to categorise the interpersonal harm this young person has experienced? | |  |  |  |  | | --- | --- | --- | --- | |  | Child Sexual Exploitation (CSE) |  | Intimate Partner Violence | |  | Child Criminal Exploitation (CE) |  | Modern Slavery | |  | Serious Youth Violence |  | Online Exploitation | |  | County Lines |  | Racial Abuse | |  | Peer on Peer Abuse |  | Antisocial Behaviour (ASB) | |  | Harmful Sexual Behaviour |  | Other (please state) | |
| **A7.** If you identified the family/home context as particularly relevant, please summarise any information you have about   * The needs/identity of the children in the home * Parental and wider family capacity to protect * Environmental factors impacting the home/family |  |
| **A8.** If you identified peer influence as particularly relevant, please summarise any information you have about   * The needs/identity of the peer group * Guardianship capacity around the peer group * Environmental factors impacting the peer group/relationships |  |
| **A9**. If you identified education contexts as particularly relevant, please summarise any information you have about:   * The needs/identity of students * Guardianship capacity around the students * Environmental factors impacting the school environment |  |
| **A10** If you identified public space contexts as particularly relevant, please summarise any information you have about:   * The needs/identity of the young people who are there * Guardianship capacity in and around the place * Environmental factors impacting the place |  |
| **A11** 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  Focus on issues that most warrant attention or present the greatest challenges to providing effective support and protection |  |
| **A12** What is the severity of the risks you have outlined above? | |  |  | | --- | --- | |  | Risk of, or experiencing, significant harm (s.47) | |  | Young person is in need of support (s.17) | |  | Early help should be offered | |  | No assistance needed at this time | |
| **B Access to safety** | |

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| **B1** Where is this young person safest? | |  |  | | --- | --- | |  | At home | |  | With their peers | |  | With their family | |  | In education | |  | In informal public spaces they choose | |  | In formal public spaces (gym, youth club, church, mosque etc.) | |
| **B2** In what ways does the young person’s home environment contribute to their safety? |  |
| **B3** In what ways does the young person’s peers contribute to their safety? |  |
| **B4** In what way does the young person’s school/college environment contribute to their safety? |  |
| **B5** In what way does the public spaces the young person spends time in contribute to their safety? |  |
| **B6** In what way have professionals contributed to the young person’s safety? |  |
| **B7** Does the young person identify any measures they take to keep themselves safe? |  |
| **B8** If safety mapping has been completed, please attach and name green zones identified by the young person |  |
| **C Professional responses and support to date** | |
| **C1** Current Key Agencies |  |
| **C2** Has the Child or the situation they are facing been discussed at a panel previously? *If yes, please panel name and dates.* |  |
| **C3** Support provided to date |  |
| **C4** Effective features of support provided to date |  |
| **C5** Challenges or limitations with support provided to date |  |

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| **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. | |
| **D1 Child’s views** |  |
| **D2 Parent/Carer's views** |  |
| **D3 View from the professional who knows them best (as identified by the young person)** |  |
| **E Prioritisation** | |
| A section to summarise the findings of your assessment to identify matters that require most attention in your plan | |
| **E1 Which context most influences this young person’s safety?** (Context-Weighting) |  |
| **E2 Do the most influential contexts impact other contexts this young person spends time in – and how?** (Consider push and pull factors) |  |
| **E3 What dynamics of extra-familial harm are most impacting your ability to provide safety?**  (Refer back to question A2 and A3 and discuss these features considering your wider assessment) |  |
| **E4 What system or service challenges are impacting your ability to provide safety?**  (Refer back to question A4 and discuss these features considering your wider assessment) |  |
| **E5 What does this young person most need from professionals?** |  |
| **Manager Review** | |
| Manager's Comments |  |
| Name |  |
| Date |  |