

Initial Child Protection ROTH Meeting

Date of ICPC ROTH	17 th February 2025	Chair of Conference	Vanessa Young
Venue	Hybrid		

The record of this conference is confidential. It must not be disclosed to any other person, nor photocopied without the consent of the Chair. This needs to be read in conjunction with practice partner reports & Outline Plan.

Child / Young Person's Details	
Name	D.O.B
Louis Matthew Carter	23/06/2010

Involved Partners			
Name	Agency	Attended (Y/N)	Core Group Member
Louis Carter	Young Person	N	
Korinna Lin	Children's Services Social Worker	Y	
Phillipa Carter	Mother	Y	
Becky Riller	Safeguarding Nurse Hospital	N	
Jason Prichard	School Mentor and home liaison officer	Y	
Liam Jones	Youth Offending	Y	
Patricia Ipswich	DSL officer school	N	

Summarise Reason for CP ROTH Conference
Chair: We have been worried for a while about how Louis uses cannabis and whether he is under pressure to deal cannabis. Recently he faced a series of violent altercations in his local community, which have been getting worse

as time has gone on. A month ago, Louis was in a large fight outside his school, where he was accused of having punched another young person. Louis has said that the fight was a 'one off'. A week later, Louis was assaulted in the park near his house by two young people. Louis's mum took him to A&E because of his face and body injuries and this triggered a referral from a safeguarding nurse. Louis does not wish to say who assaulted him or any press charges. Last week Louis was approached by a large group near school and this led to another large fight. A resident who saw this reported it to the police as 'anti-social behaviour', because they were scared to leave their house. When the police arrived, Louis was searched and found to be carrying a kitchen knife. Louis has told his social worker that he did not plan to use the knife and he had it to keep him safe after the attack in the park. For the past week Louis has not been going to school and has hardly left the house or seen his friends. We are worried about the impact this is having on Louis physical and emotional safety.

PURPOSE:

As a result of the above concerns, a ROTH meeting has been convened. This partnership forum gives the opportunity to:

- share information about the situation facing a child/young person outside of their home/family
- identify what this child/young person needs in order to increase safety outside of their family home
- identify opportunities to meet this child/young person's needs, build guardianship in the places they spend their time, and address features of their environment which are contributing to/driving the harm
- identifying contexts that most influence this child/young person's safety, and opportunities to influence them
- agree an outline plan of action which uses our collective capacity to safeguard this young person by meeting their needs and responding to contexts in which significant harm has happened or is at risk of happening

Who is this young person? (By those who know them best)

Jason: Jason has been supporting Louis for a few months after a bullying incident at school. Louis is a thoughtful and kind young person who is good at making people laugh. He loves the family dog (Sal) and is a keen footballer and gamer. Louis has a small group of friends that have stayed close since primary school. They all support Wilham United and Louis would like to go to see the team play one day. Louis enjoys going out on his bike with his friends, eating pizza (pepperoni is his favourite) and listening to music (he likes Travis Scott and similar artists). He is in the last year of his GCSEs and is on course to get 3s and 4s in most subjects. His mother has raised with the school about whether Louis needs a dyslexia assessment, but this hasn't been progressed as yet. He thinks he'd like to do a BTEC at a sixth form college in Physical Education and Sports next year.

Child / Young Person's view on the situation they face

Chair: We asked Jason to ask Louis what he thinks about what's been happening recently. Jason went to see Louis at home before the conference. Louis told Jason he's going to 'lay low' for a because he doesn't want to get into any more trouble. He misses his friends and doesn't know if they feel safe to come and see him. Louis doesn't even want to take Sal out for a walk, in case he meets some of the young people who attacked him. Louis is confused about what's going to happen about the fact that the police found him with a knife – will have to see another worker or can he still see Jason? He says he feels really bad about the impact of this on his Mum and Stepdad and really doesn't want his younger brother and sisters to get hurt. Louis was meant to go to an open day for his BTEC last week but missed it because of all the things going on and now he isn't sure if he will be able to get the place at the college if they hear about what's been going on.

Parent/ Carer's view on the situation they face

Phillipa: Louis Mum says she is really worried about what's been going on. Louis has changed a lot since the bullying happened at school. He is quieter and more withdrawn and doesn't do things with his siblings anymore. She wants Louis to tell her who attacked him in the park. When she took Louis to hospital, she felt that some of the staff were asking very probing questions about her parenting that made her nervous and worried about what would happen next. Louis Stepdad says he's tried to talk to Louis about cannabis because he comes home sometimes smelling of it, but he won't talk to him about it. His mum and stepdad are worried about how all of this is affecting the three younger children, one of which goes to the same school as Louis and has started to also get threats.

Louis's mum says that although she really wants Louis to see his friends, she's also nervous about having them round because she doesn't know if any of them are involved in the violence and the other things they are worried about (like whether he is using or dealing cannabis). She has spoken to a few of the other friends' parents but doesn't know them all. She says that she thinks that part of the problem is that Louis has been stopped and searched lots of times and she sees the impact this has on him. The police seem to target Louis and his friends, and she knows that many people in the area do not trust them and say that they are racist. She would like there to be more support for Louis from people he trusts, like Mr Carter. Louis is generally happy at school, but she feels very frustrated by how he has not had a dyslexia assessment and she asked for this many times.

Professionals view on the situation they face

Korinna (social worker): She is worried that Louis is at risk of harm going to and from school and potentially in school. She is concerned that if Louis is given a youth offending order that this will focus on knife carrying and not address the reasons why Louis felt the need to carry one. She has asked Louis about cannabis and whether he has/is dealing and using but he is not yet ready to trust her with talking about this, which makes sense because he hasn't known her for very long. She would like to get to know Louis better and support him but is aware that she needs to show him that she is trustworthy first. Korinna is also worried about the mental health impact on Louis of him having been violently assaulted in his community and of punching another young person. She would like to explore options for Louis receiving support around this. She also wonders about the options for community or school-based restorative work, to address the impact of these events on Louis' relationships with his peers who were involved.

Liam (YOT): Louis has been referred to the YOT but so far Liam has not been able to engage with him. He is wondering about whether either of the two groups they run would be right for Louis— a substance misuse group and a knife carrying group.

Chair: Becky Riller, the nurse who referred Louis did not attend the conference. The chair read her statement which was that she attended Louis in A&E and was concerned about the level of harm he was facing. She asked Louis about how he had gained his injuries and he said he did not want to talk about it. She is worried about a pattern she has seen of similar young people who have come in and who are very shaken and scared about talking about how they gained their injuries.

Where is this young person safest?

At home and at school

How are their needs met when they are there?

Everyone at the meeting agreed that Louis is safe at home because he is physically not being harmed when he is there. He has his material and some of his social needs met at home. But he is not able to spend time with his friends because there isn't really a place for him and his friends to be together privately at home (Louis shares a bedroom with his younger brother), and by staying home his educational needs are not being met.

Jason: Louis was relatively safe at school for a few months, although he has in the past been bullied there and has experienced harm close to the school gates. The fact that he has been doing okay in his studies, despite waiting for a dyslexia assessment, suggests that he is having his education needs met there. Louis also has his needs for socialising and spending time with his friends at school through playing football and having fun.

What is the quality of the guardianship available to them when they are there?

Chair: The guardianship Louis has at home is not in question. He has a good relationship with his Mum and Stepdad, they love him and want very much for him to be safe and happy.

What factors in this environment are driving the harm (if any)?

Chair: Korinna's assessment shows that there is nothing about the home environment that is contributing to the harm that Louis has recently been experiencing. But Louis and his family all agreed that they would all benefit from having some more space at home to be able to spend time with his friends, which is a housing need.

In terms of school, Jason has reported that Louis is relatively safe there because of his close group of friends, teachers he has known for a long time and his good relationship with Jason, his learning mentor. Louis agreed with this. However, the assessment has also shown that there are factors which contribute to his being unsafe at school, which are:

- that the bullying by other young people in the year above that happened has never been properly addressed or understood (these young people have since left the school)
- that the school are following a strict 'zero tolerance' policy meaning that Louis is now threatened with being excluded from school because of the police finding him with a knife (even though this was not at school). This could have a huge impact on his safety and wellbeing because Louis may not be able to carry on and complete his GCSEs, would have to make a new group of friends which is a very challenging thing to do for someone undergoing so much developmental transition. Overall, the emotional and relational toll on him were he to be cut off from many parts of the life that have been familiar to him for the past five years would be very high. The chair summarised this discussion saying that in this sense the school's policies and systems are a significant factor in Louis's risk of harm.

Where is this young person least safe?

In his local neighbourhood, especially near school and in the park

What are their needs in this context and how are they being met or unmet?

Chair: Louis is in need of social connection, time with friends, access to education and to be able to travel to school in safety. Not having those needs met is having a big impact on his life and limiting his other needs for education and a social life.

What is the quality of the guardianship available to them when they are there?

Korinna: There is very little guardianship in this environment. The only adults who have been present are the police and their response has not increased Louis's sense of safety. Louis does not have any adults he can name as protective or supportive in his local neighbourhood. Louis says in the past he has relied on his friends to protect him, but he no longer feels they are safe when they are out together or alone.

What factors in the environment are driving harm?

Chair: We know that there are grievances, rivalry and tension between young people which we do not fully understand and at a superficial level these are the driving the harm Louis has experienced.

Korinna: We believe that this is probably due to historic issues between Louis and older young people who have left his school but live nearby and drug related exploitation, but we are not sure how much of this Louis is directly drawn into.

Liam: We know that young people, especially the boys in this area are now the target for police and that they are being regularly stopped and searched.

Chair: This focus on punishment is not supportive of Louis having his needs for safety met but it potentially increasing his sense of fear and meaning that what is going on is being framed around choices he is making rather than a set of complex issues that we all have responsibility for.

We are also aware that those who are exploiting young people in the area are young adults and other vulnerable people who themselves have significant unmet needs such as housing, employment and health needs.

Phillipa: In the past few years, the local youth centre has closed and so young people from different schools have much less contact with each other and much less opportunity to get to know each other and be supported to sort out their fights and grievances.

Context Weighting

Based on the above information which contexts require a response to increase this young person's access to safety and why

Most in need of a response

Chair: The local neighbourhood, particularly the area near the park, should be the target of a response because this is where Louis has recently come to harm, where he has no guardianship and where there are multiple and complex environmental drivers of harm that we do not fully understand.

The school also merit being a target for a response, because of policies that could lead to Louis facing further harm and the loss of the potential protection that it has the potential to provide.

Context least in need of a response

Korinna: Louis home is a safe place that protects him so in that sense it does not have a significant impact on his risk of harm. Although Louis is safe at home, the assessment has identified the need for more space at home for their family (an extra bedroom). As this has an impact on Louis' wellbeing and family relations, we will target this as part of a plan to meet his individual needs.

Unknown

Liam: We do not know exactly what the source of the grievances and disagreements between Louis and the other young people who are being impacted by violence. We are not sure if Louis is being exploited to sell drugs. We do not know if Louis needs support with a drug related dependency.

Summary of young person's needs that require attention

Chair:

Louis is in need of protection and safety when travelling to school and in his neighbourhood

Louis is in need of stability and support at school so that he can complete his GCSEs and utilise the strengths and protection provided there.

Louis is in need of more space at home to be with his friends.

Summary of contextual factors that require attention

We need to attend to the lack of guardianship in Louis' neighbourhood which is currently causing him significant physical harm.

We need to attend to the risk of school policies jeopardising Louis's educational and social relational needs.

We need to attend to the need for more appropriate housing for Louis and his family.

OUTCOME

Risk of significant harm:	Concerns, but not risk of significant harm:	Support required
ROTH Plan	ROTH Approach	ROTH Early Help Offer
Child Protection Plan	Child in Need Plan	Early Help Plan
Scaling (where used)		

HARM

Physical abuse	Sexual Abuse	Emotional Abuse	Neglect
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Outline Plan	For the young person			
Young person's need	Goal in relation to that need	Action to realise that goal	Person responsible	To complete by:
Louis needs to be able to spend time with his friends and socialise, play football etc.	For Louis to have access to supportive and caring friendships	<p>Explore opportunities and develop a plan with Louis and his friends around how they can meet safely i.e. in after school provision, youth centres, other homes or other safe places.</p> <p>Explore opportunities for moving to a larger property.</p> <p>Explore the need for a wider group for peer and or context assessment to better understand the basis for the recent violence and historic bullying</p>	<p>Korinna (Social Worker) – with Phillipa, other parents and local VCS and council provision</p> <p>Korinna</p> <p>Chair to make referral</p>	
Louis needs mental health support following being the impact of the trauma	For Louis to have positive emotional health and experience less fear and trauma	Therapeutic relationships-base support to be offered to Louis to process the	Korinna to discuss options for this with Louis and	

of physical violence which has led to his isolation and daily sense of fear		trauma of the violence he has experienced	make referral as appropriate.	
Louis to complete his GCSEs and have his dyslexia assessment progressed	For Louis to have meet his developmental and educational goals and have his right to support met	For an assessment to be carried out at home whilst Louis is unable to attend For options for Louis to keep up with his learning while he is temporarily at home	School DSL	
Guardianship	Goal in relation to guardianship	Action to realise that goal	Person responsible	To complete by:
Professional responses to Louis's must be weighted towards meeting his needs and keeping him safe rather than trying to alter his behaviour or be about him having to 'keep himself safe'	Partners deliver responses that are welfare-led and resist those that criminalise, blame, or seek only to alter young people's behaviour	For any intervention or service response to Louis (including police action) to be agreed first by this statutory process and have the oversight of the chair of this meeting.	All partners overseen by Vanessa (Chair) A liaison police officer to be identified who will ensure this happens.	
Louis needs to be safe when he travels to school and when he is out and about with his friends	For Louis to feel safe in his local community and have a positive identity there There are safe adults committed to developing trusting relationships with young people in the local neighbourhood	This is an action for a context assessment to understand more the recent violence and risk of exploitation in the community	Chair to make referral	
Louis needs safe adults in his local community	For Louis to know who he can call on if he does not feel safe in his local neighbourhood	Develop a safety plan with Louis through safety mapping to identify any 'green zones'. Support trusting relationships to develop in those places.	So that this is not overwhelming for Louis, Liam (YJS) will lead this task but draw on Korinna (social worker) and Jason (school) who have	

			different knowledge and expertise and relationships with Louis	
Environments around the young person	Goal in relation to environments	Action to realise that goal	Person responsible	To complete by:
The school need to prioritise supporting Louis to complete his GCSEs and have opportunities for his next stage of education/career	For Louis to be in a school context that supports his educational emotional and behavioural development	<p>Advocate for Louis to be able to stay at his current school to meet his developmental and educational needs supported by social work assessment and a statutory CP plan</p> <p>Support the school to review their zero-tolerance policy, in the light of its safeguarding implications for Louis and other young people</p> <p>Support the school to review responses to bullying in the lights of this situation.</p>	<p>Korinna</p> <p>Jason, DSL with support from Korinna</p> <p>Jason, DSL with support from Korinna</p>	

Outline Actions	For related contexts (to be referred to Context Panel for in-depth consideration)			
Local neighbourhood where Louis lives – the streets and part next to the school	Goal in relation to context 1	Action to realise that goal	Person responsible	To complete by:
We have identified that young people are not having their need for wellbeing and safety met in the context	For Louis and other young people impacted by similar harms to feel safe in his local community and have a positive identity there	Referral for a context assessment to better understand the issues causing the current violence	Chair to make referral to appropriate team	
We have identified a lack safe guardians in this context	There are safe adults committed to developing trusting relationships with	Engaging the local people in a meeting to discuss the need to	Context assessment team	

	young people in the local neighbourhood	create safety for young people Exploring opportunities for formal (i.e. detached youth work) and informal (i.e. local residents) learning about guardianship - this may require escalating to senior leaders a gap between identified need and resource allocation.		
We have identified that this is an environment that is vulnerable to exploitation	For there to be a critical mass of people who spends time in the park and areas close to school to like young people, care about young people and treat them with respect and equality	Developing opportunities for cross-generational meetings and relationships to develop	Chair to make assessment to context intervention team	
Wider peer group	Goal in relation to context 2	Action to realise that goal	Person responsible	To complete by:
We have identified that Louis is not having his needs met for friendship and socialising.	For Louis to have access to supportive and caring friendships	Linked to the context assessment, action to explore the circumstances of the peers similarly impacted by violence, including addressing their inter-related needs for safety Exploring opportunities for young people who have been impacted by violence to receive therapeutic relationships-base support and restorative conversations	Context assessment team to consider the needs of the group and make take appropriate action including direct work or referrals.	
Context 3	Goal in relation to context 3	Action to realise that goal	Person responsible	To complete by:

Further Meetings

Date of 1 st Core Group		Time		Venue	
Date of 1 st Review		Time		Venue	

Management Information

CP ROTH Chair					
Team Manager					
Lead Social Worker					
Minute Taker					
Signature of Chair				Date	