



# Offensive weapons in educational settings.

## Guidance for schools, colleges and other educational settings

---

2020

*It is critical that local areas create climates in which practitioners are supported to work with the 'messiness' of exploitation – utilising professional curiosity and a range of engagement techniques to understand a young person's life and work with them to create safety.*

*This will support practitioners to hold onto risk, and therefore hold onto young people, in the acknowledgement that placing them elsewhere or scoring their vulnerability won't necessarily leverage a reduction in that risk.*

**Research in Practice, Safeguarding and exploitation - complex, contextual and holistic approaches: Strategic Briefing (2019)**

## Contents

	Page
1. <a href="#">Context and definition</a>	3
2. <a href="#">Legislation and statutory guidance.</a>	4
3. <a href="#">Prevention</a>	6
4. <a href="#">Responding if an offensive weapon is suspected or found</a>	9
5. <a href="#">Next Steps</a>	11
Appendix 1 – PSHE resources	13
Appendix 2 - Local contacts	13
Appendix 3 – Exploitation Assessment Tool	15
Appendix 4 – Child Criminal Intelligence sharing form.	19

## Acknowledgements

This guidance has been written collaboratively and scrutinised with professionals from the following groups and agencies:

- Safeguarding in Education Team
- Safer Options
- Families in Focus
- Avon and Somerset Police
- Keeping Bristol Safe Partnership - Education Reference Group
- The Adverse Childhood Experiences Health Integration Team – Education Working Group
- Serious Youth Violence Strategic Group
- Violence Reductions Operations Group

# 1.Context and Definitions:

This guidance has been written to support educational professionals to make **robust, safe and proportionate** decisions when responding to concerns about offensive weapons on the setting's site. This guidance has been in the context of developing multi-agency partnership working to ensure that children and young people are protected from additional risk and exploitation, not just in the short term but also in the long term.

The recent Ofsted Publication '[Safeguarding children and young people in education from knife crime – Lessons from London 2019](#)' has highlighted five main objectives to attempt to address the issue:

- Improving partnership working and strategic planning
- Sharing and promoting good practice in relation to exclusions, managed moves and negotiated transfers
- Coordinating early help and prevention
- Improving information-sharing
- Implementing safeguarding via PSHE and other areas the curriculum, to ensure children are supported to achieve

## Definitions:

### Offensive weapon

An offensive weapon is any article which is **made, intended or adapted to cause injury**. These can include:

- a) Those that are made as an offensive weapon (e.g., knuckle-duster, dagger, gun) or adapted (e.g., broken bottle) for use for causing injury to the person; and
- b) Weapons not made or adapted (e.g., kitchen knife, spanner, hammer) but intended by the person having it with them for causing injury to the person.

### BB Guns:

Possession of these types of guns under legislation is not an offence as they are deemed to be toys. However, if from a school or college's perspective **they break school rules**,

they could be seized and retained in line with guidance [Searching, screening and confiscation. Advice for head teachers, school staff and governing bodies 2018](#)

If an item is found which is suspected to be a gun, and it cannot be ascertained whether it is a genuine firearm or not, it should be treated as a firearm and the police should be called immediately to ensure that all parties are safe.

Good practice: any possession of a BB should be reported to the police, as it could be deemed to be an indicator of child criminal exploitation or serious youth violence.

## 2. Legislation and National Guidance.

### Over Arching legislation and principles

#### Equality Act 2010

Schools must not discriminate against, harass or victimise pupils because of their protected characteristic. For example, it would be unlawful to exclude a pupil simply because they have additional needs or a disability that the school feels it is unable to meet. Under the [Public Sector Equality Duty](#) – schools can make ‘**reasonable adjustments**’ to policies and practices if a student has a diagnosed or undiagnosed learning disability.

[The Lammy Review 2017](#) highlights a significant issue of racial bias and BAME over representation in the Criminal Justice System. This highlights our Public Sector Equality Duty to consider and develop cultural competencies around race and ethnicity when exercising our professional powers.

#### Human Rights Act 1998

**Right to respect for private life** - Article 8 - In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy. This is particularly relevant in relation to [Searching, screening and confiscation. Advice for head teachers, school staff and governing bodies 2018](#)

**Right to a Fair Trial** - Article 6 – It would be unlawful to exclude for a reason such as:

- Academic attainment / ability;
- The action of a pupil's parents;
- The failure of a pupil to meet specific conditions before they are reinstated such as attending a reintegration meeting.
- Based on suspicion of criminal activity, which is unfounded.

#### Data Protection Act 2018 and GDPR

The GDPR and Data Protection Act 2018 do not prevent, or limit, the sharing of information for the purposes of keeping children and young people safe or promoting their welfare. For further information please read [Information sharing; advice for practitioners providing safeguarding services 2018.](#)

Welfare	Education	Criminal
<p><b>S. 17 Children Act 1989</b> –Provision of services for children in need, their families and others.</p> <p><b>S. 47 Children Act 1989</b> safeguarding and promoting the welfare of a child who is suspected of, or likely to be suffering significant harm.</p> <p>For further guidance please read <a href="#">Working Together to Safeguard Children 2018.</a></p>	<p><b>S.175 Education Act 2002</b>  <b>S.94(1) and (2) Education Skills Act 2008</b>  <b>and S.342 Education Act 1996.</b> Education settings to safeguard and promote the welfare of children at their setting.</p> <p>For further guidance please read <a href="#">Keeping Children Safe in Education 2019.</a></p>	<p><b>S. 139 Criminal Justice Act 1988</b> Prohibits having with you in a public place any article which has a blade or is sharply pointed, (included a folding pocket knife if the cutting edge of its blade exceeds 7.62cm/ 3inches)</p> <p><b>S. 139A Criminal Justice Act 1988</b> creates offence of processing an article with a blade or sharp point or an offensive weapon <b>on school premises.</b></p>
<p><b>S. 3 Modern Slavery Act 2015</b> – Defines the meaning of exploitation.</p> <p>The Modern Slavery Act 2015 consolidates existing offences of human trafficking and slavery and encompasses trafficking for all forms of exploitation</p> <p>For further guidance please read <a href="#">Child Exploitation disruption toolkit 2019</a> .</p>	<p><b>S. 91 of the Education and Inspections Act 2006</b>, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.</p> <p>For further guidance please read <a href="#">Searching, screening and confiscation Advice for head teachers, school staff and governing bodies 2018</a></p>	<p><b>S.1 Prevention of Crime Act 1953</b> Prohibits the possession in any public place of an offensive weapon without lawful authority or excuse.</p>
	<p><b>s.52 Education Act 2002.</b> Provides rules governing exclusions from schools, academies and pupil referral units in England.</p> <p>For further information please read <a href="#">Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion 2017.</a></p>	<p><b>S. 139 Criminal Justice Act 1988</b> Prohibits having with you in a public place any article which has a blade or is sharply pointed, (included a folding pocket knife if the cutting edge of its blade exceeds 7.62cm/ 3inches)</p>

### 3. Prevention:

Education settings may already be taking action to prevent incidents of offensive weapons being used, if they are adhering to statutory guidance [Keeping Children Safe in Education 2019](#). Every setting is different and will serve different communities. There is a need to reflect on the principles of safeguarding where settings need to be prepared by following two key concepts:

1. It could happen here
2. Professionals should always act in the best interests of the child

The following points are considerations which could support minimising the risk of incidents taking a contextual safeguarding approach (Adapted from Beyond Referrals; Firmin, Lloyd & Walker 2018).

#### Context:

1. Engagement in local context. School professionals understand, and are aware of, current and emerging issues (locally and nationally) which may be affecting students. The school will work with community groups, parents and students to understand the impact of any change to relevant local issues.
2. The school has identified and uses pathways to engage with in local contexts (engagement with the local Police, youth services and community groups). These could identify positive and protective activities in your communities for young people to engage with. Families in Focus could support with identifying what is happening in your local area.
3. The school environment is reviewed regularly in terms of health, safety and safeguarding. When an incident of harm occurs on the school site, necessary steps are taken to prevent future incidents. This could include, for example; a large fight or an intruder on site which results in a lock down.

Consider completion of [Debrief and Lesson learned form and a Post Incident Support Checklist from the Department for Education](#). If required, consider completing a [Contextual Safeguarding School Assessment](#).

4. There are key areas of the city that can be deemed to be a safeguarding concern and a risk to young people. Should your school have concerns about an area of the local neighbourhood, or key hot spots, consider completing a [Contextual Safeguarding Neighbourhood assessment](#) (in conjunction with the Safer Options) around assessing risk in the communities and being able to take action to keep those spaces safe in partnership with other key agencies.

## Culture:

1. Ensure all staff have awareness training about peer on peer abuse, serious youth violence, criminal and sexual child exploitation.

Training can be sourced through;

- [Safeguarding in Education webpage](#) for DSLs and strategic leads.
- A menu of services via Locality Families in Focus teams and Safer Options which will provide awareness whole school training in relation to Child Criminal Exploitation and Serious youth violence.
- The Avon and Somerset Police via Operation TOPAZ for whole school Child sexual exploitation awareness training.

[Please see [Appendix 2 Local contacts](#)]

2. Ensure that students have had the opportunity to learn and develop knowledge of how to keep safe through quality PSHE / Relationships and Sex Education in line with [national guidance](#). Please see [PSHE Association](#) for frame work and further guidance (see [Appendix 1](#)).

Local Resources:

- For a targeted approach for more vulnerable children, please consider using the '[Deal or No Dealer](#)' teaching resource board game.
  - Avon and Somerset Police are working in partnership with health partners to deliver '[Insight Workshops](#)' .
3. The school ethos must promote positive behaviour related to keeping safe and respecting each other and adults. The staff and students should recognise this and participate in the development, shaping and reviewing of the culture.
  4. There is a clear ability for students to raise concerns both explicitly and discreetly. Ensure that students know who they can talk to. Access, deliver and promote the work of [Fearless.org](#) (a young person friendly version of Crime Stoppers) a service that allows you to pass on information about crime with 100% anonymity. This could be done via safeguarding notice boards, assemblies or virtual student spaces. Please see the '[Insight Workshops](#)' for how this could be developed in partnership with the police.
  5. Student wellbeing is resourced and various sources of support are available for those in need. Consideration could be benchmarked against the Bristol Healthy Schools standards with regard to [Mental Health and wellbeing in schools](#). Such support may involve liaison with multi-agency partners and other external organisations.

6. Community –the school strives to understand the lived experiences of students and the influence of communities in which they live.

## Policies

1. Ensure that the Behaviour Policy is aligned with the Safeguarding/Child Protection Policy with consideration of a trauma informed approach, which takes in to account Adverse Childhood Experiences (ACES).
2. Where possible, consider your duties under the [Public Sector Equality Duty](#).
3. Ensure the Behaviour and Safeguarding Policies are consistent with legislation, statutory guidance and local arrangements.

e.g. Under section 89 of the School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012, the head teacher/principal **must publicise the school behaviour policy, in writing**, to staff, parents and pupils at least once a year. Best practice would be that this is developed **with** students, staff, parents and governing body. This should be accessible to all of your school community, there should be opportunities to read and **understand** the Behaviour Policy.

4. Consider reviewing the Behaviour Policy alongside the Health & Safety Policy and processes to ensure a contextual safeguarding approach in relation to the school environment. For example, taking action to improve safety in areas of the school that students have identified as spaces where they feel unsafe. See [School and college security; guidance to help schools and colleges manage their security effectively so they can meet their obligations 2019](#). Consider completing the [Self-assessment emergency incident planning checklist](#).

## Practice

1. Regular auditing of the use of systems for recording information about pupils including safeguarding systems. Ensure that vulnerable children are identified through cross referencing of behaviour, attendance and attainment records. Ensure that where necessary differentiation takes place, in particular for your [SEND](#) students and take action where practice breaches of the Public Sector Equality Duty occurs (negative discrimination against those with protected characteristics).
2. Ensure that you assess vulnerable students cases at least on a termly basis (6 times a year), or as needed and required. Action plans should be generated and reviewed on a regular basis (consistent with the level of need/complexity). Case management can include peer groups as well as individual students (see next point).



3. Data trends are identified to enable preventative action and interventions to take place. This could include reviewing incidents of peer on peer conflict, such as bullying, online disputes or fights. Considerations should be given to completing a [Contextual Safeguarding – Peer Group assessment and mapping](#).
4. Ensure consideration is given to utilising multi-agency partnerships to develop a more holistic understanding of a child/ young person.

These can include, but not limited to;

- School Health Nurse
- Primary Mental Health Specialist
- Police
- Safer Options Education Inclusion Managers and Youth Justice Workers
- Families in Focus
- Social care (if an open case)
- Bristol Drugs Project
- Barnardo's (Routes programme)

The Team around the School meetings may provide a forum to ensure professionals can share information and work together to take safeguarding action (please see Appendix 6 for List of local Agency contacts).

## 4. Responding if an offensive weapon is suspected or found

**It is important to note that should a weapon be used or there is threat of use, the police should be called immediately.**

If there are no aggravated circumstances and no immediate threat, safe removal of the weapon can take place.

This [flow diagram](#) has been adapted from [When to call the police, guidance for schools and colleges](#) to reflect local resource and practice. This guidance is to support practitioners around the steps to take when investigating whether a student has possession of a weapon and what action to take if you identify a student in possession of an offensive weapon.

Particular care needs to be made in relation to the following guidance [Searching, screening and confiscation, Advice for headteachers, school staff and governing bodies 2018](#).

When completing a search, please ensure the following:

- ✓ That there are two members of staff in the room.
- ✓ That the search is conducted discreetly.
- ✓ That you explain the purpose of the search to the student.

- ✓ Record the name of the person requesting the search and the reasons for the search.
- ✓ Record the time, date and location of the search and any items found. Please then ensure that this is recorded on your safeguarding system, even if you do not find anything during the search.
- ✓ Inform parents/carers that a search has taken place and explain clearly the reasons why the search has taken place.

If after conducting a search and no items are found, you still have reasonable suspicion, please consider why and record the reasons.

Is there a suggestion that the weapon may have been hidden off site or in the educational setting?

If yes, please contact 101 for further advice.

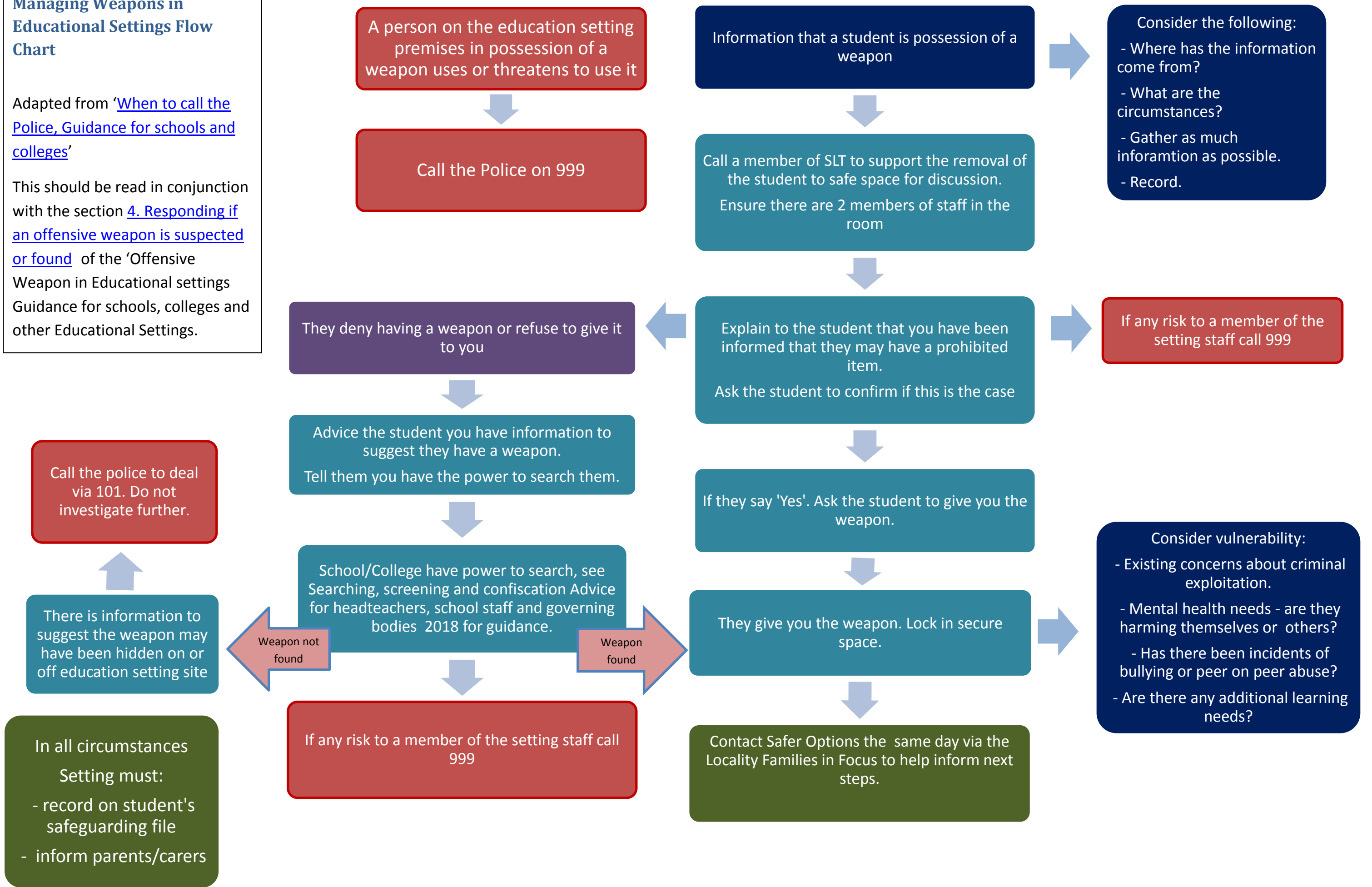


Record decisions and reasons for making decisions on students safeguarding file

# Managing Weapons in Educational Settings Flow Chart

Adapted from ‘[When to call the Police, Guidance for schools and colleges](#)’

This should be read in conjunction with the section [4. Responding if an offensive weapon is suspected or found](#) of the ‘Offensive Weapon in Educational settings Guidance for schools, colleges and other Educational Settings.



## 5. Next Steps

Click here for the [Safer Options Pathway](#)

**Consider if there are any undiagnosed or underlying learning needs or vulnerabilities. Act within the Equality Act 2010 and consider making reasonable adjustments when implementing your behaviour policy.**

It is important that you take **robust, safe and proportionate** actions when deciding what to do next. The following points are important to consider when taking next steps:

1. In all cases, advice should be sought from the Education Inclusion Managers (Safer Options Team) as **additional information/intelligence** should inform the management of risk and identify actions which safeguard and promote the welfare of the student. A response should occur within 48 hours. Consider assessing vulnerability with a view to identifying underlying need – See exploitation assessment tool in [Appendix 3](#). This information will determine what steps you could take to ensure the safety and wellbeing of the students involved (and all young people within the setting) when implementing school policies.
2. Whilst the responsibility for making decisions remains with the head teacher/principal, it is recommended and suggested that where vulnerability has been identified, decisions are made in partnership with the Safer Options Education Inclusion Managers to consider and exhaust the following options **before** implementing a [fixed term or permanent exclusion](#):
  - ✓ Internal 'personalised learning centres or hubs'.
  - ✓ Internal isolation
  - ✓ Temporary removal of social times
  - ✓ Immersion to another setting on a temporary basis
  - ✓ Fixed term exclusion (less than 5 days)
3. In accordance with [School Exclusion 2017 – statutory guidance](#), head teachers should consider early intervention and support, rather than immediately excluding a child for carrying an offensive weapon. Children who have been excluded appear to be more at risk of committing criminal offences. It is important that exclusions are used only when it is deemed to be a proportionate and reasonable sanction. Schools should consider their graduated response and ensure that all options have been exhausted. We would hope that a move (managed move/negotiated transfer/ PRU placement or ALP) to another setting through the Bristol Inclusion Panel, would only take place when absolutely necessary.
4. A multi-disciplinary coordinated support plan is offered to the child and family to mitigate risk with the Education Inclusion Managers, Safer Options and Families in Focus. **If the student/s is a/are child/ren in care or subject to a Child Protection Plan, please inform the Hope Virtual School and named social worker.**

5. Additional targeted support could be offered as part of a package pending further assessment of risk.

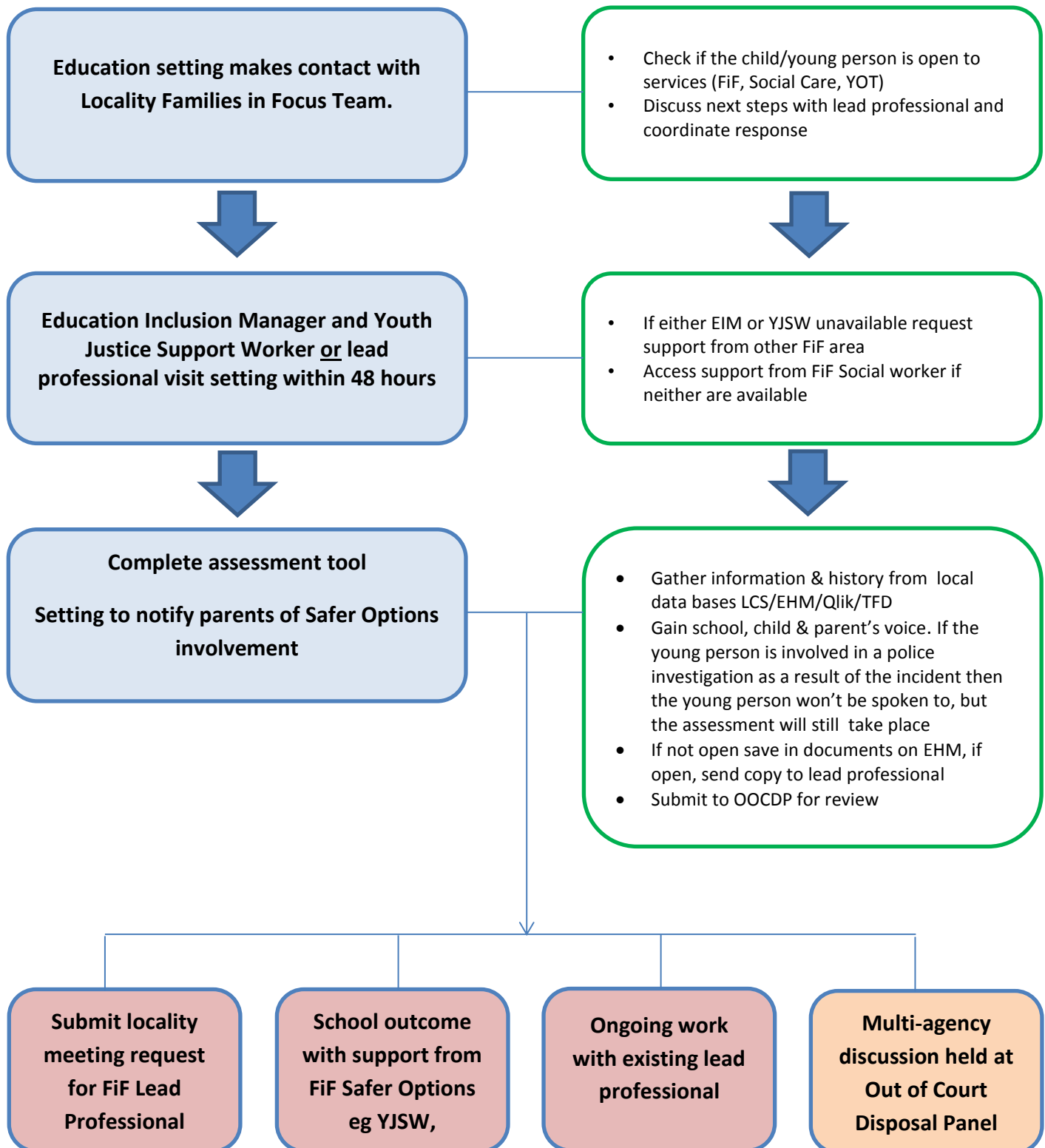
If the student is not open to a service but may require longer term support, you may be advised by Safer Options/ Families in Focus to make a referral to First Response. If you identify that the child is suffering, or likely to suffer, significant harm (child protection), or whether a child is unlikely to achieve or maintain a reasonable level of health or development without the provision of services (child in need).

5. If you have intelligence to share regarding Child Sexual Exploitation, share intelligence with the police via [Operation Topaz](#). If you have intelligence regarding Child Criminal Exploitation, share intelligence with the [Safer Options Team](#) – See [Appendix 4](#).

## Safer Options Pathway

### Safer Options Assessment

### Families in Focus Internal



## Appendix 1 – PSHE Resources

Click on hyperlinks to be taken to their webpages. Please note, we have not given any of these resources a kite mark

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/home-office-knifefree-lesson-plans-ks34-%E2%80%93updated>

<https://www.safe4me.co.uk/portfolio/knife-crime/>

<https://noknivesbetterlives.com/practitioners/resources/>

<https://www.youthandpolicing.co.uk/>

<https://www.redcross.org.uk/get-involved/teaching-resources/knife-crime>

[http://www.knifecrimes.org/teachers\\_pack.pdf](http://www.knifecrimes.org/teachers_pack.pdf)

<https://northernalliance.scot/wp-content/uploads/2017/02/Weapon-Awareness-booklet-.pdf>

<https://integrateuk.org/>

<https://y-stop.org/>

## Local Teaching Resources

### Dealer or No Dealer Game - (contact [info@hollykirkam.co.uk](mailto:info@hollykirkam.co.uk) for more details)

Dealer or No Dealer is a board game designed to raise awareness of criminal exploitation and how the grooming process works. It will facilitate conversations regarding serious youth violence and it will also inform young people how they can protect themselves from being targeted for exploitation. It has been designed in response to research by the Children's Society confirming that the earlier we can intervene and teach young people how to avoid being groomed, the less likely they will be coerced into making poor decisions. This is also in line with the 2018 Home Office Serious Violence Strategy.

The game is provided to practitioners as part of a training programme, which will cover criminal exploitation case studies and look at how we can identify young people at risk or already involved. We will also use contextual safeguarding exercises in order to carefully plan the required interventions. These interventions can be supported by an additional resource pack.

Other discussion topics generated include:

- Knife crime;
- Stop and search advice;
- Cannabis risks and harm reduction advice;
- Role models and aspirations;
- The importance of asking for support and the skills required to do this;
- Learning from the mistakes of others;
- The harsh realities of selling drugs in comparison to the misleading glamour; and
- Human trafficking laws in relation to county lines.

**Insight Workshop** - contact [kris.withers@avonandsomerset.police.uk](mailto:kris.withers@avonandsomerset.police.uk) for an expression of interest).

The Insight Workshop is delivered in partnership with Avon and Somerset Police and the NHS aimed at Year 6 – Year 8's . The aim is to provide all schools a free offer for a day's teaching around the following objectives;

- Make students aware of the amount of knife crime
- To show them how to report concerns to the police anonymously (via Fearless)
- Enable them to administer first aid to a victim of a stabbing.

## Appendix 2 – Local contacts

Here is a list and brief description of agencies that may encounter in this work. Click on hyperlinks to be taken to their webpages.

**ALP Hub** - The Alternative Learning Provision Hub arranges and commissions alternative provision in Bristol. The ALP Hub provides advice to schools, professionals, parents and alternative learning providers

**Avon and Somerset Police** – Respond to crimes and related incidents. They will also respond in cases of where exploitation is identified. The force covers Bristol, Bath and North East Somerset, North Somerset and South Gloucestershire. Intelligence can be shared with the police with a view to tackle perpetrators of exploitation.

- **Operation Topaz** – an approach to tackle Child Sexual Exploitation in Bristol. Agencies share intelligence to investigate reports, catch offenders and support victims. Information can be shared via an [online reporting form](#).

**Barnardo's - ROUTES Project** - In partnership with Learning Partnership West , ROUTES is a project which supports children and young people where there are known risks or concerns around gangs, knife crime and criminal exploitation. Staff provide 1-1 support and targeted group work sessions for vulnerable young people.

**Bristol Drugs Project - BDP Youth Work**– In partnership with Creative Youth Network – the team work across Bristol in schools colleges and other educational settings to provide support and advice to children who are using alcohol or drugs. The service provides 1-1 support and group workshops that can help young people deal with problems early.

**Child and Adolescent Mental Health Services** – **Primary Mental Health Specialists** - support frontline professionals who work with children and young people aged five to eighteen and their carers when there are concerns about mental health and emotional wellbeing. PMHS can be contacted at the local CAMHS clinic in their area.

**Families In Focus** – Locality based services providing case work and specialist early help support for children and families. Workers provide edge of care and edge of custody support to young people in Bristol. Additional advice and guidance is offered to schools via the Team Around the Schools at the universal plus threshold.



[Fearless.org](https://fearless.org) - a site where young people can access non-judgemental information and advice about crime and criminality. Fearless is a service that allows you to pass on information about crime 100% anonymously. Educational resources are also available on the site for professionals.

**[PSHE Association](#)** -

Our [Programme of Study for PSHE education \(key stages 1-5\)](#) aims to develop skills and attributes such as resilience, self-esteem, risk-management, teamworking and critical thinking in the context of three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education). A specific unit has been created in conjunction with the Home Office for KS3 and KS4 for lessons around [knife crime](#).

**[Safeguarding in Education Team](#)** – support educational setting around safeguarding policies and procedures. The team coordinate strategic approaches to develop and embed best practice in the education workforce. The team also provide safeguarding notifications from the police to provide contextual knowledge of a child.

**Safer Options (Core Team)**– a strategic city wide team tackling emerging issues of serious youth violence, criminal exploitation and young people and county lines. Safer Options have operational Education Inclusion Managers and Youth Justice Workers based in the locality Families in Focus teams who are able to respond to incidents of concern identified by schools.

**[School health nurse team](#)** - The service will ensure that every parent and child/young person has access to health advice, support and signposting (including sexual health, emotional and mental health issues) as well as support in relation to healthy lifestyles.

**[Youth Offending Team](#)** - work with young people who get into trouble with the law, helping them to stay away from crime. This can include helping young people at the police station, providing an Appropriate Adult if needed, supervise young people serving a community sentence, support young people awaiting sentence, help offenders understand the effects of their crime, offer victims of crime the chance to take part in restorative justice.

- **Out of Court Disposal Panel** – These are weekly meetings where the YOT work with the police and other agencies to discuss cases where a youth caution/youth conditional caution might be more appropriate than charging a young person with an offence.

Appendix 3 - Exploitation Assessment tool – to be completed with DSL and Safer Options Education Inclusion Manager/Youth Justice Worker			<input checked="checked" type="checkbox"/>
1. Running Away / Going Missing	LOW	No issues around going missing / Is rarely absent without permission / Parents and school generally know where they are	
	EMERGING	Regularly coming home late / Absent without permission / Returning late to care home / Absent from school /Whereabouts often unknown	
	HIGH	Frequently staying out overnight without permission / Episodes of running away, MFH, missing from placement / Looking well cared for despite having no known base? / Regular breakdowns of placement due to behavioural problems	
	SIGNIFICANT	Persistently running away, going Missing from House or placement / Pattern of street homelessness /Whereabouts often unknown or of significant concern, talks about and/or known to travel to different areas or cities	
	Evidence/Professional judgement		Action required to mitigate risk inc who is responsible for each action
2. Coercion / Control	LOW	Good familial and peer group relationships / Strong protective factors in place	
	EMERGING	Recent change in peer group / Reduced contact with family/friends / Late night phone/internet contact	
	HIGH	Secretive about having a mobile phone or has multiple phones / Extensive use of mobile phone/internet / Use of phone during class time /Late night phone/internet contact / Limited contact with family/friends / Known to be involved/associated with high risk individuals	
	SIGNIFICANT	Secretive about having a mobile phone/more than one / Disclosure of or police intelligence regard physical/sexual assault followed by withdrawn allegation/reluctant to report / No contact with family/friends / Disappear from system (no contact with support systems)/ Disclosure of or police intelligence relating to county lines/gang activity involvement or links, talks about having drug debts and an urgent need for money. Family report hostile acquaintances coming to the door or telephoning/messaging and making threats.	
	Evidence/Professional judgement		Action required to mitigate risk inc who is responsible for each action
3. Contact with Abusive Persons and/or Risky Environments	LOW	No association with unknown adults / Positive peer group	
	EMERGING	Some association with unknown adults and/or other sexually exploited children and/or missing children / Some association with manipulative peers/ Some association with gang and county lines involved adults or peers	
	HIGH	Associating with unknown adults and/or other exploited children/young people and/or missing children /Information and Police Intelligence suggesting involvement in exploitation / Spending time in hot spot areas where crime is known to have taken place / Associating with possible county lines or gang members/ Getting into cars with unknown adults or suspected perpetrators of CCE / New or expensive possessions which cannot be accounted for / Access to cash/money, spending time in areas where drug activity known to take place or fearful of going to certain areas/participating in hazing rituals and initiations – this may include physical assault, sexual acts and theft.	
	SIGNIFICANT	Identifying as a county lines or gang member / Found in areas/properties known for CCE/street sex work/drug activity/ Evidence or Police Intelligence to suggest being moved around for criminal activity / Abducted and forced imprisonment (described by young person as “locked in”)/ Getting into cars with unknown adults or suspected perpetrators of CCE.	
	Evidence/Professional judgement		Action required to mitigate risk inc who is responsible for each action
4. Substance Misuse	LOW	No known substance misuse / Peers not thought to use substances	
	EMERGING	Experimenting with alcohol/cannabis / Associating with young people known to use substances regularly. This may include parental/sibling drug use.	
	HIGH	Regular use of or recent increase in use of substances / Use of drugs in addition to alcohol/cannabis (e.g. MDMA, cocaine) / Concerns for drug dependency / Associating with known drug dealers / Seen in known areas for selling drugs/ Seen associating with young people who are running and involved in drug lines	
	SIGNIFICANT	Evidence of dependency on alcohol/drugs / Using opiates (e.g. heroin, codeine, methadone) / Injecting of any substance / Dealing of substances / Found in areas/properties known for drug activity/ Supply of substances to others / CCE and CSE activity for paying off of debts e.g drug debt/ known to be actively involved in networks that run drug lines/Reoccurring possession of Cannabis in school	
	Evidence/Professional judgement		Action required to mitigate risk inc who is responsible for each action
5. Education	LOW	Fully engaged in education, employment or training / Few concerns around attendance/behaviour issues / Few concerns around educational attainment	
	EMERGING	Mainly engaged in education, employment or training/ Some attendance/behaviour issues/ Poor educational achievement and issues with lateness. Exclusions	
	HIGH	Irregular/poor attendance / Truanting from school / Losing interest in education / Periods of exclusion(s) / Whereabouts during school hours unknown/ Poor educational achievement/Regularly late to school/multiple school provision e.g. Immersions and Negotiated Transfers/ High number of exclusions	
	SIGNIFICANT	Not in Education, training or employment / Regular breakdown of school placements due to behavioural problems/ Whereabouts during school hours unknown and information suggesting links to CSE/County Lines or Gangs/ Poor educational achievement/Three (plus) negotiated transfers/ PRU assessments/Referral to Bristol Inclusion Panel or PEXd	
	Evidence/Professional judgement		Action required to mitigate risk inc who is responsible for each action
6. Use of social media/technology	LOW	Good awareness of online safety / Only talking to/communicating with positive influences	
	EMERGING	Talking to/communication with unknown adults/peers via the internet / Lack of awareness of online safety (young people and parents/carers)	
	HIGH	Use of internet to share inappropriate or sexual images / Meeting in person, adults or peers following contact via social media./Concerns young person may be being groomed / Extensive/secretive use of internet	
	SIGNIFICANT	Use of internet to regularly meet in person unknown adults/peers for sexual activity / Evidence of sexual bullying through social media/internet / Evidence of sexual material being shared online without young person's consent/ Posting pictures of, weapons/ gang affiliation/threats. Producing or participating in videos which are sending direct threats. Involved in the selling or distribution of weapons. Use fo the 'dark web'.	

	Evidence/professional judgement		Action required to mitigate risk inc who is responsible for each action	
7. ACES, Trauma, Emotional & Physical Health	LOW	No concerns around self-esteem/self-harm/eating disorders / Engages well with others and has no problem maintaining friendships		
	EMERGING	Low self-esteem / Some or reduced concerns around mental health / Difficulty in making or maintaining friendships with peers		
	HIGH	Low self-esteem impacting upon young person's mental health / Concerns or evidence of self-harm / Eating disorders / Violent/emotional outbursts or bullying or threatening behaviour / Offending behaviour / Has experienced or been involved in peer on peer sexual, emotional or physical abuse / Difficulty in making or maintaining friendships with peers/ Concerns young person has been exposed to violence and trauma		
	SIGNIFICANT	Young person has been manipulated due to poor mental health / Changes or extremes in mental health / Suicidal ideation /Evidence of emotional abuse from domestic violence, as witness or victim / Evidence of self-harm, eating disorders, previous suicide attempts or overdoses / Frequent attendance at A&E / Physical symptoms suggestive of sexual physical assault		
	Evidence/professional judgement		Action required to mitigate risk inc who is responsible for each action	
8. Accommodation and family relationships	LOW	In appropriate accommodation with good level of support from family/parent/carer / No concerns around communication with family / No concerns around exploitation in familial network – see  Under action Graded Care Profile 2		
	EMERGING	Accommodation generally meets needs of young person/ Some level of support available from family/parent/carer / Communication within home environment is mostly good/ known peers/		
	HIGH	Overcrowding / Living with other young people who are considered to be at risk of CSE / Evidence of decline in relationship and/or communication with family/parent/carer, known peers/older siblings who are involved in or suspected to have been involved in county lines debts, cuckooing, lack of parental supervision or interest in the young person		
	SIGNIFICANT	Homeless or sofa surfing / Young person often stays elsewhere/Often reported missing from home or care/ Lack of relationship/understanding or trust / Family/friends/peers are known or suspected perpetrators of CSE/ Family is unavailable to them physically or emotionally		
	Evidence/professional judgement		Action required to mitigate risk inc who is responsible for each action	
9. Offending/Weapons/Criminal Activity	LOW	Not known to police / Few concerns around criminality in peer network / Very unlikely to have been in possession of substances or have carried a weapon		
	EMERGING	Coming to the attention of the police/ Concerns about being involved with offending peers or associates/talked about or considered carrying a weapon. Talked about substance misuse.		
	HIGH	Known to be involved in drug related offending/ Police intelligence indicating/ Arrested by the police/charged/ investigated for offences of possession of offensive weapon/ Possession of drugs/ Theft. Thought to be connected with drug distribution networks and lines. Possession/user of Cannabis. Involved in CCE/SYV as perpetrator or victim.		
	SIGNIFICANT	Significant intelligence indicating/Charged or convicted of Robbery/Use of offensive weapon/ possessions of large quantities of drugs/ Thought to be active with drug distribution networks and lines/ recruiting other to run drug lines and to organised crime/ Witness withdrawing statements and suspecting intimidation		
	Evidence/professional judgement		Action required to mitigate risk inc who is responsible for each action	
10. Community/Social Isolation Factors	LOW	Young person is not experiencing social isolation and has a strong peer network, engages with protective community factors and has a good support network around them. They a young person with a SEND.		
	EMERGING	Is the young person vulnerable to or experiencing low levels of social isolation that may be exacerbated by any of the Protected Characteristics listed in the Equality Act 2010/ Poor educational achievement or other factors. Some protective community factors present and support evident. Young person is exploited due to their SEND.		
	HIGH	Is the young person experiencing moderate levels of social isolation that may be exacerbated by any of the Protected Characteristics listed in the Equality Act 2010? Poor educational achievement or other factors? Some community protective factors are present but the young person is reluctant to access them. Starting to socialise with or take an interest in pro-offending groups. Aspires to be part of a local gang or anti-social group.		
	SIGNIFICANT	Is the young person experiencing high levels of social isolation that may be exacerbated by any of the Protected Characteristic listed in the Equality Act 2010? Poor educational achievement or other factors? Are they being targeted by groups or individuals due to their vulnerability? Are they seeking inclusion/recognition from pro-offending peers or communities? Lack of community protective factors or disengagement by young person. Known to be an active participant in a local gang or anti-social group.		
	Evidence/professional judgement		Action required to mitigate risk inc who is responsible for each action	
Any other information to support needs Assessment	Consider providing an analysis of what is going well, concerns and actions that need to be taken next.			



## Safer Options Assessment Tool

If a pupil is found with an offensive weapon on the school site follow your school's policy in the first instance. If you have any immediate questions then contact the Safeguarding in Education Team – 0117 9222710.

Once the weapon and the pupil/family have been dealt with then contact the Locality Families in Focus office that the child/family reside in.

North – 0117 3521499

East/Central – 0117 3576460

South - 0117 9037770

An Education Inclusion Manager and a Youth Justice Support Worker will visit your school within 48 hours. They will help you assess the situation by running background checks and meeting with the pupil and their family. It is their role to identify any support that will benefit the pupil and the school. The case will then be discussed at a multiagency panel to ensure that the right support is put in place.

**Please note that Safer Options is a multiagency team and information from this form may need to be passed onto other agencies.**

Child/young person name:	<i>E.g. Joe Bloggs</i>	
Date of incident:	<i>E.g. 1<sup>st</sup> January 2019</i>	
Date of birth:	<i>E.g. 1<sup>st</sup> January 2009</i>	
Reason for assessment:	<i>E.g. Joe caught with a knife in class.</i>	
Details of the incident:		
Current context/Information known		
What are you worried about?	What's going well?	
<i>Consider the pupil's home life, how they present in school, how they present in the community, whether they have had any involvement with the police, etc.</i>		

<b>Young Person Voice</b>		
<b>Parental Voice</b>		
<b>Current Interventions</b>	<b>What's working well? / What are you worried about?</b>	
<b>Summary</b>		
<b>Recommendations and Next Steps</b>		

## Appendix 4 – Safer Options Information Sharing Form



### Partnership Intelligence Form – SAFER OPTIONS TEAM

This form is for the sharing of **non-urgent intelligence** by partner agencies that relates to child criminal exploitation (CCE) or concerns about serious youth violence for the purposes of identifying and informing decision making in relation to necessary action.

Information should be shared in accordance with guidance contained within:

“Working Together to Safeguard Children 2018”  
and

“Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers, 2018”

**Completed forms should be sent securely and electronically to the Safer Options email address – [safer.options@bristol.gov.uk](mailto:safer.options@bristol.gov.uk)**

Any questions can be raised with your area Safer Options Education Inclusion Manager or Youth Justice Worker. They can be contacted by calling your FiF Locality number.

**This is not a Referral Form or Safeguarding referral form and does not replace you following your Safeguarding procedures**

***This Intelligence document is to record CURRENT/NEW Information in regard to:***

1. *Potential Victims of CCE and Youth Violence*
2. *Potential Suspects of CCE and Youth Violence*
3. *Venues where CCE, youth violence is suspected or taking place.*
4. *Vehicles believed connected to CCE*
5. *Any other information that gives rise to concern of potential CCE*

<b>Your Name</b>	<b>Organisation:</b>
<b>Your Telephone Number:</b>	<b>Your E-mail:</b>
<b><u>Intelligence:</u></b> <i>(NB. Information provided should be concise, accurate and not copied and pasted reports)</i>	
<b>Concerns relating to individual children or groups of young people</b> <i>(please provide as much info as possible, including names and DoBs, addresses)</i>	
<b>Concerns relating to locations</b> <i>(please include times of day when concerns arise, addresses, activity suspected to be occurring)</i>	

**Connected vehicles** (make / model / reg where possible)

Continuation.....

**INTELLIGENCE SOURCE:**

**Are you the original source of this information?    Yes        No**

**If you are not the original source of the information:**

**Where did this information come from (Name/DOB/Address if known)?**

**Can they be re-contacted: what are their contact details:**

**How did they find this information out?**

**When did they find this information out?**

**Who else did you share this information with:**

**Who can it be shared with and who controls the information:**