**Appendix 2**

**Template for Assessing Level of Risk with a CYP**

To help assess risk with a CYP use the following template as a guide (although you may find other templates that you would prefer to use). This template needs to be used in conjunction with the school/setting safeguarding and child protection policy.

Make sure that you find a quiet confidential space to have this conversation with the CYP. An appropriate member of staff should carry out this assessment with the CYP to gather the necessary information they need, to inform decision making on how they will manage the risks identified. An important caveat to this is that, whilst it needs to be confidential, staff also need to keep themselves safe.

It is very advisable and best practice to use a room with windows. This will provide an additional level of protection for adults and the CYP.

Where possible the CYP should be offered an adult that they have a positive relationship with to support them during this discussion if they would find this helpful.

It is important that confidentiality is discussed at the beginning of the conversation. Explain to the CYP that you would have to break confidentiality and share information if you felt they or someone else was at risk of harm. If this happened explain that you would share your concerns with them first and explain what they next steps were for example, support them to access other services to help manage the situation. It is recommended that appropriate members of staff are consulted for support such as school/setting Designated Safeguarding Lead.

The information that is disclosed by a CYP should only be shared with the relevant staff required to be involved in the decision making.

Gather factual evidence rather than capturing assumptions. If you do share an assumption, please state this clearly.

You are not going to make it any worse talking to a CYP about suicide. Be curious and show empathy with the CYP and let the conversation flow.

Sometimes where the CYP may not be ready to share this information, use the signposted support services (see appendix 5), who will be able to obtain this information.

The following questions which have been written by appropriate professionals are all helpful to explore the CYP’s distress. It may feel challenging to use them, but feel assured that in using these, helpful information can be established to inform decision making. There is no evidence to suggest that talking about suicide and self-injury/harm increases risk.

**Assessing Level of Risk**

1. What are the concerns? (If you think the child is in high danger/risk go back to section 1 of the main guidance document)

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1. Child/young person’s presentation (verbal, non-verbal, visual, communicating behaviours)

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1. What do we know about this CYP? (Please add relevant details and dates below if applicable)

* Is the child previously known to CAMHS?                                             Yes  No  Don’t know
* Does the child/young person have an EHCP and if so when was it last reviewed?      Yes  No  Don’t know
* Has the child/young person previously accessed any other services/counselling?      Yes  No  Don’t know
* Is the child/young person known to Community Paediatric Services?                           Yes  No  Don’t know
* Is the child/young person known to Hospital or Community Doctor?                            Yes  No  Don’t know
* Is the child/young person known to Children With Disabilities Team?                          Yes  No  Don’t know
* Is the child/young person known to the criminal justice system? Police involvement?

Courts? Or the Youth Offending Service?                                                                          Yes  No  Don’t know

* Is the child/young person known to SENCo?                                                                       Yes  No  Don’t know
* Is the child/young person known to Educational Psychology or Psychologist?             Yes  No  Don’t know
* Is the Educational Access Team involved?                                                                Yes  No  Don’t know
* Is the child/young person known to safeguarding?                                                           Yes  No  Don’t know
* Is the child/young person known to Nursery Nurse?                                                           Yes  No  Don’t know
* Is the child/young person known to School Nurse/Health Visitor?                                  Yes  No  Don’t know
* Is the child/young person known to Social Care or Family Solutions?                             Yes  No  Don’t know
* Any other (please specify)                                                                                                   Yes  No  Don’t know

SEN Support Yes  No  Don’t know

Engagement faciliatators Yes  No  Don’t know

CETR Team Yes  No  Don’t know

Other: Yes  No  Don’t know

Other: Yes  No  Don’t know

Other: Yes  No  Don’t know

1. Gathering information with the CYP:

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| **Suicidal Thoughts/feelings (Information you must gather)** |
| What are the thoughts you’re having? (What are the thoughts? How often? Are you able to push them away? How do you manage to push them away?) What makes the thoughts appear? what are your struggles?  How long have you been thinking about ending your life/hurting yourself?  Please quote directly what the CYP is saying- use their language  (for example, “Life’s not worth living”, “I don’t want to be here anymore”, “I want to kill myself”, “I wish I was dead” etc) – Be factual, avoid adding assumptions of your own interpretation of this |
| Have you made any plans to take actions towards ending your life or Do you think you will make a plan? (location, use of equipment & if it’s accessible, time, etc) |
| Are you intending to take action? (if yes, this raises the risk to high level of risk and see section 1 in the main guidance) |
| Are you being supported by any services? (CAMHS, Voluntary Sector, Educational Psychologist, Community Pediatrics, CETR, Private counselling etc) |
| Are there any other risk factors (self-harming, disclosure of abuse/neglect previous episodes, any diagnosed mental health conditions, neurodiversity) |
| Recent life events (bereavement, bullying, trauma, family conflict, relationship breakdowns etc) |
| Who supports you outside of school? where is the CYP support network (Family, friends, after school clubs, counselling, teachers etc) |
| **Hurting yourself in any way (Self-injury/harm)** |
| How do you hurt yourself (for example. equipment? as this will inform the level of risk, for instance a dirty implement would increase risk) |
| Where on the body, when, how often, patterns in hurting yourself such as time of day, place etc? |
| What made you hurt yourself? |
| What did you use to hurt yourself?  (It is important to establish the risk of it being serious - compass low level, blade high level) |
| Do you have access to first-aid? Do you know how to treat it? |
| What do you get from hurting yourself? |
| Who is aware?  Who would you be able to go to for support? |
| **Overdose** |
| What have you taken?  (Are you feeling unwell/different? How is it making you feel?) |
| What time did you take it? |
| Amount taken? |
| Brand (prescribed medication, drugs, alcohol, solvent abuse)? |
| What was the intention (sleep, end their life, feel better, get away from uncomfortable feelings/distress)? |
| Additional risk factors including blood, heart or any other medical conditions? |
| What made you take medication/alcohol? |
| Do you feel taking the medication/alcohol benefited you.  What did you gain from it? Did it help? |
| Who is aware?  Who have you told?  Would you be able to tell someone if you feel the urge to do it again?  Who would that be?  Do you have a key word you use with anyone to let them know you are feeling big overwhelming feelings? |

**Course of Action:**

Identify the level of risk (High level risk - see section 1, medium and low level risk - see section 2 in guidance document.

Follow this guidance related to the level of risk identified, in conjunction with the school’s safeguarding procedures.

**Summary of the Plan:**

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| Include actions agreed, steps taken, next steps etc  What support is already in place? |
| Other relevant information |