

Halton Borough Council

People Directorate

Risk of Sexual Harm Assessment Template

Name:

Address:

DOB:

Reason for Assessment

Give brief reasons why we are assessing the perpetrator for example, does the person we are assessing want contact with children, family re-unification. Has he/she had an allegation, arrest, charge, conviction against child, young person, age gender?

What is the perpetrators understanding of the reason for assessment?

Details of Allegations or Conviction

Should be information received from the Police or victim? Consider viewing ABE interview if appropriate.

If not charged/interviewed what is the victim's account or witness account?

Include age, gender, circumstances.

Consider previous offences or allegations.

Perpetrators description/understanding of allegation or conviction.

Personal Circumstances of the perpetrator at the time of allegation/offence

Single or in a relationship, who with, positive relationship?

Any DV, mental health, drug or alcohol use.

Issues of mental health, learning disability, culture, faith, disability, age, medical conditions, medication (prescribed or otherwise)?

Consider employment, household members, children, transport, sex life, finances, carer?

Current Personal Circumstances (if different from above)

Previous Assessments and/or Work Undertaken

Risk assessments, psychological assessments, aims assessment, Northumberland Sex Offenders programme completed?

Discussed at MAPPA, MARAC.

Work undertaken by Merseyside Forensic Psychology Service, Lucy Faithful, NSPCC or other agency?

Be clear what previous assessments have been measuring i.e. risk to the public or child of re-offending, risk to the public or community, risk of re-offending or re-conviction. Risk from sexual offences or violent offences.

History of Relationships

Family, partners, children, friends, teachers.

Say whether positive relationships, negative, gender specific, early attachment to parents, siblings.

Include significant life events such as births, deaths, relationships, periods in care, SS involvement.

Consider power and control issues within relationships.

Consider relationships with own and step children, other children.

Was the perpetrator bullied, missing, exploited as child/adult, did they suffer emotional, sexual, physical harm or neglect as a child.

Sexual History

Consider sexual experiences, age appropriate relationships, number of partners.

Sexuality?

Was/is the perpetrator a victim of sexual abuse?

How did the perpetrator learn about sex i.e. school, peers, parents?

Use of pornography, chat lines, internet, animals, sex toys?

Sexual boundaries and risk taking behaviours.

Sexual abuse within the family, peers, siblings, friends, associates, sexual tourism.

Perpetrator Description of Allegation/Conviction

How does this compare with ABE/Police report?

How much detail given, did the perpetrator make excuses, minimise, blame victim?

Did grooming take place or was this opportunistic?

If in denial what is their understanding of allegations/conviction. How do they think the victim and perpetrator would feel (if not admitting)?

How did they feel before, during and after offending behaviour?

Did perpetrator create opportunity i.e. job in school, access to children, position of trust?

How did the perpetrator feel when caught or allegation made – relieved, angry, upset etc.?

Demeanour of Perpetrator During Session

What mask did they wear during assessment – joker, victim, friend, challenging, anger, happy, withdrawn.....?

Does perpetrator enjoy talking about the victim, self, offence?

Is he/she – ashamed, minimising, blaming, interchangeable, over friendly, sexually aroused, power/control, eye contact, body language, honest, lying, doesn't remember, dismissing, animated.

What is the physical presentation – clean, well dressed, punctual, engaging, agitated?

Protective Factors

Is there a protective parent/partner?

Child's age and understanding of allegation/risk?

Do they know about offence?

Does the partner believe the offence has occurred – how did the perpetrator explain this to the partner, child if appropriate?

How did explaining make the perpetrator feel?

How would the perpetrator ensure the child was protected?

What strategies does he/she have to stop themselves from re-offending/abusing?

How has the perpetrator changed their behaviour?

Consider internal and external dis-inhibitors e.g. afraid of going to jail, being caught, knows it is wrong, doesn't want to harm children, pressure from others.

Offence History

Consider previous offences?

Contact offences?

Sentences?

Relevant information from other People/Professionals.

Be aware of consent issues and seeking information from other professionals and confidentiality if seeking information from relatives/partners etc.

Risk Assessment Based on Information Gathered

Risks – what are we concerned about?

Protective factors – what is going well?

Summary of risk with rationale.

Recommendation For Further Work

Analysis and Recommendation

Guidance for use of template

This is a guide only and the order of template can be changed to suit the individual circumstances.

Questions are to be used as a guide only and not to be asked as questions but to be explored and information gathered in sessions using various tools.

Sessions should be completed in pairs and need to consider gender mix of assessors, venue, length of session, one ask questions and one write, not in Children Centre or Family Centre, ensure safety of assessor and others.

Perpetrator may be aroused by discussing the information so should not be assessed while living with children or having contact with children.

If the perpetrator is not admitting the offence we can complete work asking in the 3rd person e.g. if you had committed the offence how do you think that would have felt?

The template refers to victim and perpetrator but remember the victim may also be the perpetrator and vice versa. Need to be clear about whether they are an alleged perpetrator and alleged victim if no conviction. If convicted can use victim and perpetrator.

May not be suitable to use with someone who has learning difficulties/disabilities.

Not suitable for use with child or young person.

Make sure ground rules are set prior to starting the sessions.

De brief after the session with each other and/or manager as necessary.

If a disclosure is made that you are not already aware of, ensure it is reported to the Police and usual child protection processes followed.

If struggling talk through with a manager or colleague, reflect on the information, hypothesize.

Remember Low Risk is not No Risk.