



Appendix B

Risks and Strengths Assessment to Support Self-harm and or Suicidal Thoughts & Behaviours in Children & Young People

A collaboration between The Royal Borough of Kingston,
Richmond & Wandsworth Borough Councils.

Understanding Self-Harm and Suicide
www.richmond.gov.uk/portus



Appendix B Risks and Strengths Assessment

Student Name:

Date of Birth:

Date of Assessment:

Information provided by:

Risk Assessor:

Date of Review:

This form is designed to help you better understand the level of need to inform an appropriate support plan

Please use this form alongside the **Self-Harm and Suicide Prevention Pathway** to determine an appropriate needs-based grouping and support options

(This Risks and Strengths Assessment should not be used to predict future self-harm or suicide risk or who should or should not receive support)

The needs-based groupings are:

Getting Help:

Getting More Help:

Getting Risk Support:

Step 1:

If you have an immediate concern that requires an immediate response

Physical Health Response

If you are concerned that there is an immediate risk to the young person's physical health

Response:

Call an ambulance or take to nearest A&E

Mental Health Crisis

If you are concerned that there is an immediate risk to the young person because of significant emotional distress

Response:

[SWL St. Georges Crisis Line](#) ▶

Safeguarding Concern

Response:

Contact Kingston & Richmond

To make a referral online contact:

[Single Point of Access](#) ▶

During Office Hours, call:

020 8547 5008

Outside Office Hours,
Emergency Duty Team call:

020 8770 5000

Response:

Contact Wandsworth

To make a referral online contact:

[The Multi Agency Safeguarding Hub](#) ▶

During Office Hours, call:

020 8871 6622

Outside Office Hours,
Emergency Duty Team call:

020 8871 6000

Step 2:

Mood scale assessment
(Please tick)

😊

I'm ok	1	2	3	4	5	6	7	8	9	10	I have a plan to die
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Step 3:

Description of self-harm behaviour

Detailed description of self-harm behaviour:
Including:

Please remember, when completing with a young person, great sensitivity is required as the information provided (verbal and written) can be shaming and stigmatising for them. Please consider the young person's emotional state as you complete this assessment and ensure regular breaks to help minimise distress and help regulate emotions.

Description:

Method/s of self-harm

Frequency of self-harm

Triggers

Factors that maintain ongoing need to self-harm

Current suicidal thoughts or behaviours

Frequency of suicidal thoughts

Step 4:

Are there any urgent concerns?

If yes, refer to 'Getting Risk Support' in the pathway. If no, proceed to Step 5

Please consider the following factors as urgent concerns:

Description:

High score in mood scale/
disclosure of feeling unsafe

Disclosure of previous suicide
attempt

Lack of family support

Previous mental health diagnosis

Specific plan to end life

Suicide history in friends and
family

Evidence of harmful internet or
social media exposure relating to
suicide

Increasing frequency and severity
of self-harm

Step 4: (cont'd)

Are there any urgent concerns?

If yes, refer to 'Getting Risk Support' in the pathway. If no, proceed to Step 5

Please consider the following factors as urgent concerns:

Description:

Using several different methods of self-harm

Increasing frequency of suicidal thoughts

Drug/alcohol dependency

History of going missing

Looked after child

Abuse: Physical, Emotional, Sexual or neglect

Step 5:

Additional information to inform assessment

**Detailed description of risk:
Including:**

Description (please state what each of these are):

Homelife situation

Social and peer group situation

Threats of abuse and harm
(bullying)

Vulnerabilities relating to gender,
sexuality and cultural issues

Recent challenges/difficulties

Ability to engage with schoolwork

Drug/alcohol dependency

Debt or financial concerns

Neurodivergence / SEN*

Exams pending

School transitions

*Consider undiagnosed neurodivergence and SEN
as a possible factor in self-harm / suicidal feelings

Step 6:

Identify protective factors

Protective factors:

Description:

Coping strategies (social)

Coping strategies (psychological)

Ability to avoid or limit self-harm,
suicidal thoughts and behaviours

Knowledge of triggers

Ability to avoid / or manage triggers

Supportive personal or family
relationships

Supportive adult relationship

Support from statutory or voluntary
services

Supportive friends / friendship groups

Enjoys activities
(hobbies, has a goal, loves pets,
has future plans)

Is having counselling

Step 7:

Support plan

Consider ways to mitigate risk through pro-active support and consider the following:

Support plan measures (please ensure answers are specific):

Providing easy access to pastoral support (eg. daily/weekly catch-up)

Providing access to safe spaces

Providing mechanisms to avoid or reduce triggers

Flexible/reduced timetable

Enhance communication between key support staff

Co-produce safety plan identifying wider support

Identify an appropriate intervention as identified in the Self-Harm and Suicide Prevention Pathway

Help to find talking therapy / counselling support

Communication of Risks and Strengths Assessment and Support Plan

Shared with:

(Please consider the sensitive nature of this document and circulate elements or all of the document on a need to know basis).

Communication Method:

Date actioned, by whom:

Pupil

Parents and carers

Pastoral team

Class teacher

GP

CAMHS

Communication of Risks and Strengths Assessment and Support Plan (Cont'd)

**Changes or additions
to support plan:**

- Parents/carers should always be actively involved in the planning/monitoring and review process (except in exceptional circumstances such as when this would make the child less safe (consider home life/risk))
- CYP should always be actively involved. Their level of involvement should be judged by key staff, according to the CYP's age and social/emotional maturity.