BEYOND REFERRALS

Beyond Referrals: Levers for addressing 'extra-familial' harm in schools

A SELF-ASSESSMENT RESOURCE FOR SCHOOLS

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BACKGROUND

'Extra-familial harm' and schools

Schools[1] and community settings are locations where students/young people can encounter harm. Harm that young people encounter in contexts outside of their homes is referred to in statutory safeguarding guidance as 'extra-familial harm', harm outside of the family. In the guidance, 'extra-familial harm' is defined as:

As well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation from outside their families. These extra-familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online. These threats can take a variety of different forms and children can be vulnerable to multiple threats, including: exploitation by criminal gangs and organised crime groups such as county lines; trafficking; online abuse; teenage relationship abuse; sexual exploitation and the influences of extremism leading to radicalisation.

Working Together 2018 (s.40, page 25)

The Contextual Safeguarding programme supports local authorities, schools and the voluntary and community sector (VCS) to identify and respond to a range of 'extra-familial harms' (EFH) as forms of abuse, as illustrated in Figure one below.

Here at the Contextual Safeguarding programme, we recognise that schools are also places that can be important places of safety for young people. This toolkit is designed to help schools recognise harm and to create safety in their settings.

Whilst extra-familial harm is a broad category of harm types, research indicates that whole-school approaches are needed to prevent and respond to the harms young people face outside of their homes. This requires schools to develop ways of creating safety, beyond solely making referrals to designated safeguarding leads or social care services. To do so, schools, students, parents/carers and multi-agency partners and inspectorates must understand the levers for preventing and intervening when harm occurs in school contexts and work together to build safety.

When instances of 'extra-familial' harm occur, schools may be involved in various ways. Schools can play a role in prevention and early response; they might make a referral into the local multi-agency partnership, and they are often involved in providing support for young people and their families. This can be complex work, and without clear and transparent guidance schools may struggle to know how to respond, where their responsibility for creating safety lies, or when to refer to local multi-agency partnerships for support.
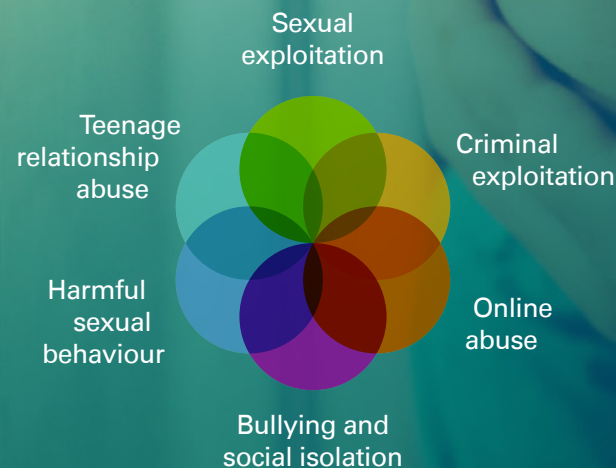

Sexual exploitation

Teenage relationship abuse

Criminal exploitation

Harmful sexual behaviour

Online abuse

Bullying and social isolation

Figure one: forms of 'extra-familial' harm

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[1] Throughout the document we will refer to 'schools' in line with the original HSB Toolkit. Schools refers to all learning settings including, colleges, pupil referral units, special educational settings and alternative provision.

THE BEYOND REFERRALS TOOLKIT

The Beyond Referrals self-assessment toolkit aims to support schools to identify and assess the factors that contribute to 'extra-familial' forms of harm occurring amongst their students and help them create safer contexts for all.

The Beyond Referrals project, part of the Contextual Safeguarding programme, launched a toolkit for addressing harmful-sexual behaviour in schools in 2018, following research in schools that explored responses to harmful sexual behaviour. We have expanded this toolkit to support schools in their response to 'extra-familial' forms of harm more broadly.

We carried out an extensive literature review as well as consulting professionals working in schools, multi-agency partnerships, policy and legal teams, and community-based organisations. Based on this evidence, the self-assessment toolkit has been extended to support schools to audit their response to 'extra-familial harm' (EFH) more broadly.

The toolkit package includes:
- A traffic light tool which forms the basis of the self-assessment
- An example completed self-assessment (Appendix A)
- A blank assessment self-assessment template (Appendix B) which can be printed or completed online

BEYOND REFERRALS

We have created several additional resources to support schools to use the toolkit. These include:
- An introductory video
- Online versions of the traffic light tool and templates
- Templates for reviewing school policies and behaviour logs
- A hotspot mapping guide

SELF-ASSESSMENT FOR SCHOOLS

The Beyond Referrals self-assessment toolkit should be used to identify what you are doing well to mitigate against the risks of 'extra-familial harms' in your school or college, and, importantly, to identify areas for development and improvement. The harms young people may face outside of their homes are constantly evolving, and no school will get everything right all the time. There are five categories of self-assessment:

SYSTEMS AND STRUCTURES

PREVENTION

IDENTIFICATION

RESPONSE AND INTERVENTION

SCHOOL CULTURE

Each category represents a 'lever' for preventing and addressing 'extra-familial harm' in schools. Each lever has various components against which a school can assess itself.

How to use the toolkit

This is a strengths-based tool – it focuses on stating what schools do rather than what they do not do. When completing it, schools should consider the green column first. If they are unable to evidence that they meet the requirements of the green column, they move across to the amber column to assess whether they meet these requirements. If schools believe that they do not meet the requirements in either the green or amber column, they should mark themselves red.

Before starting the assessment, schools should spend some time reading the tool and the example of a completed template (Appendix A). The completed template gives examples of what methods to use for each section and some examples of how a school may score itself. It may be helpful to consider what strengths you already have, and what resources you already have available, that could be utilised differently depending on the outcome of the audit.

Appendix B is a blank template for schools to use to conduct their own self-assessment.

Self-assessment methods

A range of evidence is required to complete the self-assessment. Some of this will be readily available, whereas other information may need to be collected specially. The methods used to gather evidence will vary between schools but could include:

- **Student engagement session** to provide a safe space for groups of young people to freely discuss their thoughts about EFH and the current school's response.
- Hotspot mapping to identify areas where students feel safe or where they feel at risk
- **Staff engagement sessions** to provide an opportunity for staff across a range of roles to discuss their thoughts on the school's response to EFH and to highlight good practice and raise any concerns.
- Review of behaviour or safeguarding logs to understand how incidents of EFH are being recorded by staff.
- **Interview with the Designated Safeguarding Lead(s)** or team to discuss internal EFH referrals within school, referral processes to the multi-agency safeguarding partnership and the school's relationship with the wider safeguarding and child protection processes.
- **Student survey** to gain insight into students' thoughts about EFH within a class, year group, or across the whole student body, to provide an opportunity for students to provide anonymous feedback to the school.
- **Parent survey** to gain an insight into parents/carers' thoughts about EFH and the school's response.
- Review of policies and procedures relating to safeguarding and behaviour, peer-on-peer abuse and harmful sexual behaviour.

BEFORE YOU START

The toolkit is designed to support schools to audit their ability to effectively prevent and respond to 'extra-familial harm'. Please consider the following when carrying out an audit:

✓ It should be used alongside your existing policies and procedures and in accordance with statutory guidance and local safeguarding arrangements.

✓ The self-assessment toolkit is not a static document, rather it should be used as part of a process. The harms students face in and beyond schools evolve and change over time. Therefore, self-assessment should be conducted at various points across the school year and in response to emerging risks and incidents.

✓ The self-assessment tool is to understand how students experience risk and safety in your school, as such it is not a performance indicator for inspections. A school can be 'green' in response to a particular issue at a particular time, and then be 'amber' or even 'red' as new or old issues arises.

✓ The tool is most effective when used in an honest, reflective and collaborative way with an openness to recognising areas for improvement.

✓ This toolkit should proactively engage – and be used in collaboration with – students, parents/carers and whole staff teams.

✓ Transparency, consent and accessibility are central to engaging staff, students and parents/carers; this includes ensuring that staff, students and parents/carers with SEND, and/or those whose voices are less heard, are supported to engage in the process.

The tool is designed to be used to support 'contextual safety', that is, safety in your school context. Our research indicates that contextual safety is best achieved when: interventions target the social conditions of harm; they prioritise child welfare as opposed to sanctions and policing; creative partnerships are established; and outcomes measure changes in contexts, not just changes in people. The diagram below (Figure two) outlines the domains that best support agencies to achieve contextual safety for and with young people, and how schools can apply these domains when using the Beyond Referrals toolkit.
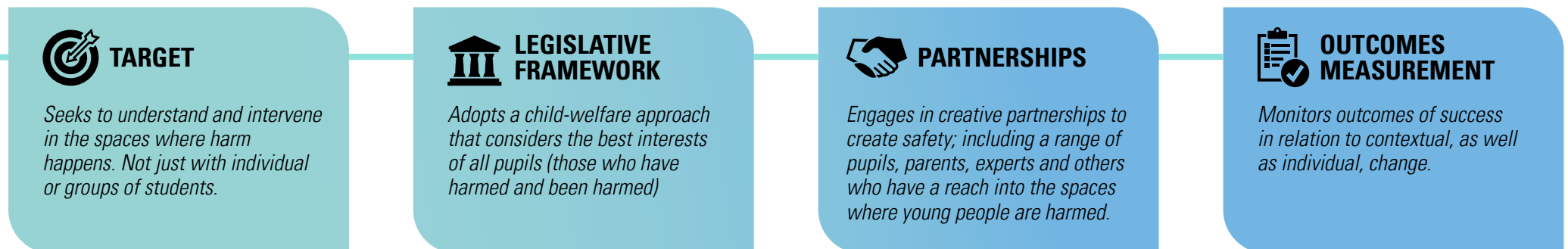
TARGET

Seeks to understand and intervene in the spaces where harm happens. Not just with individual or groups of students.

LEGISLATIVE FRAMEWORK

Adopts a child-welfare approach that considers the best interests of all pupils (those who have harmed and been harmed)

PARTNERSHIPS

Engages in creative partnerships to create safety; including a range of pupils, parents, experts and others who have a reach into the spaces where young people are harmed.

OUTCOMES MEASUREMENT

Monitors outcomes of success in relation to contextual, as well as individual, change.

Figure two: The four domains of Contextual Safeguarding

Contextual Safeguarding is grounded in an understanding of adolescent development, acknowledging that adolescence is a time of significant change and instability for young people, and that the adolescent brain continues to develop up to the age 25! Contextual Safeguarding is also grounded in an understanding that young people do not exist in a vacuum; their actions and decisions shape and are shaped by their peers and the spaces they spend their time in. The diagram below outlines the principles that best support agencies to achieve contextual safety for and with young people, and how schools can apply these principles when using the Beyond Referrals toolkit.

COLLABORATIVE

Adopt a collaborative approach across the staff team, the full student body and parents/carers. Develop best practice with local VCS and statutory sector

ECOLOGICAL

Considering the relationship between students behaviour, the spaces in which they spend their time, and how these are shaped by inequalities.

RIGHTS-BASED

Rooted in children's and human rights.

STRENGTHS-BASED

Building on the strengths of staff, students, parents/carers and the wider community to achieve change.

EVIDENCE-INFORMED

Guided by evidence-informed training and curriculum and by the views of staff, a range of students and parents/carers.

This toolkit is designed to help schools identify the levers for addressing extra-familial harm. Once areas of strength and areas for development are identified, the next step is to initiate a plan for change. There are a range of resources available to support this by joining the free Contextual Safeguarding Network.

Beyond Referrals: Levers for addressing EFH in schools

THE BEYOND REFERRALS TRAFFIC LIGHT TOOL
FOR EXTRA FAMILIAL HARM

KEY			
CSE	Child sexual exploitation	**PSHE**	Personal, Social and Health Education
CCE	Child criminal exploitation	**RSE**	Relationships and Sex Education
DSL	Designated Safeguarding Lead	**SEN**	Special Educational Needs
EFH	Extra-familial harm	**SLT**	Senior Leadership Team
MA	Multi-agency	**VCS**	Voluntary Community Sector

SYSTEMS AND STRUCTURES

This section refers to school structures and systems that can support safety and includes: staff capacity and proficiency, recording and referral pathways, policies, student engagement, engagement with the local context, partnership input and parental/carer engagement. This is about ensuring that the structures and systems in place in and around the school support safety for all students.

LEVER	DESCRIPTION	GREEN	AMBER	RED
Designated Safeguarding Lead (DSL) and Pastoral support	Staffing capacity related to safeguarding within school.	• Fully protected DSL role supported by a broader senior leadership and 'whole school' staff team approach to safeguarding. • A whole-school approach: all staff play a role in safeguarding and do not solely refer cases to the DSL. • The school has pastoral capacity distributed across multiple staff members.	• Some protected time for DSL role with some support from senior leadership. • The DSL is the only member of staff who has safeguarding capacity. • School staff refer safeguarding concerns to the DSL, but do not see themselves as part of the safeguarding approach. • Pastoral provision is limited to a small number of staff members proportionate to the student population.	• Safeguarding capacity is limited to one DSL. • DSL does not have protected time. • There is limited or no pastoral provision.
Recording and referral pathways internally within school	Referral pathways available for staff to internally record and refer incidents to DSL. School has agreed thresholds for incidents of EFH to be recorded in safeguarding & behaviour logs and referred to DSL.	• Staff record all incidents of EFH, using either behaviour or safeguarding logs and refer to DSL in line with agreed threshold document.	• Clear recording and referral pathways are in place; however, staff record and refer incidents of EFH on an ad-hoc basis and are unclear on thresholds resulting in under or over-sharing to the DSL.	• Recording and referral pathways are yet to be established for incidents of EFH. • Indicative incidents are recorded on behaviour logs only and are not referred to the DSL.

LEVER	DESCRIPTION	GREEN	AMBER	RED
Policies related to extra-familial harm	Policies related to EFH, such as safeguarding, behaviour, IT/online, peer-on-peer abuse policy.	• The school's strategic response to EFH: – Considers different forms of EFH, such as bullying, peer-on-peer abuse, and child exploitation. – And is clearly outlined in standalone policies relating to harm type, such as 'peer-on-peer abuse' safeguarding policy, or explicitly integrated into a broader safeguarding policy. – Zero tolerance policies are avoided, and the welfare and best interests of all children involved in incidents are central to decision making and responses. – Responses to all forms of EFH are trauma-informed, restorative and contextual. – Are linked to national and local MA EFH procedures. – Are sensitive to the intersecting impact of SEN, (dis)ability, gender, sexuality, religion, ethnicity, age, class and socio-economic factors that can influence young people's experiences of EFH and ability to disclose. – Make explicit reference to the evidence that a child's demographics can influence the extent to which they are identified (or not) in association with particular harm types – and set out actions to mitigate discrimination. – Policies are informed by parents/carers, students, and staff, and are publicly available/accessible. – Parents/carers and students are involved in decision-making structures. – Students can define improvements in their safety and sense of well-being and belonging by informing policy, and schools are accountable to this.	• The school's strategic response to EFH: – Considers different forms of EFH, such as bullying, peer-on-peer abuse, and child exploitation. – And is embedded only within behaviour and/or exclusions policy. – Relies heavily on zero tolerance approaches. – Has been developed without reference to local or national guidance. – Can be inconsistent – e.g., uses restorative approaches alongside zero tolerance. – Does not clearly identify actions to mitigate discrimination. – Has not been fully informed by parents/carers or students. – Has no clear mechanisms for student or parent involvement in decision making/informing school policy.	• The school has yet to develop a strategic response to different forms of EFH. • Whilst the school may have a bullying policy, other forms of EFH are yet to be included within school policy. Or: • Where there is guidance around EFH in policy, this is focused on zero-tolerance, sanctions-based, punitive and individualised responses (such as exclusions). • Does not identify actions to mitigate discrimination. • Has not been informed by parents/carers or students. • There are no mechanisms for student or parent involvement in decision making/informing school policy.
Engagement in local context	Response to emerging concerns outside of school.	• The school takes proactive steps to understand and respond (where appropriate) to trends identified by students, parents/carers or the local MA partnership prior to incidents occurring.	• The school takes steps to understand and respond to trends identified by students, parents/carers or the local MA partnership once they affect their students.	• The school is not aware of trends identified by students, parents/carers or the local MA partnership which may affect their students.

LEVER	DESCRIPTION	GREEN	AMBER	RED
Partnership input	Level of external input from partnership to develop the school's response to EFH.	• The school draws upon resources, information, training and guidance available within the local MA partnership and the VCS sector to develop their policy, procedures and approach for preventing and responding to EFH. • The input from MA partnerships and the VCS sector are framed within a welfare approach and are informed by students' and parents/carers views.	• The school receives partial input from VCS and MA partners to develop their approach for preventing and responding to EFH. • The school draws upon VCS and MA partners to inform the development of their referral pathway only. • The input from VCS and MA partnerships are framed within a welfare approach but are not informed by students' and parents/carers views.	• Policy, procedures and approaches to preventing and responding to EFH, if available, have been developed independently of resources and pathways within the local VCS and MA partnership. • The resources schools draw upon are largely based on a behavioural, sanction-based or criminal response, and are not framed within a welfare approach.
Parent/Carer engagement	Procedures adopted for engaging parents/carers in relation to the school's approach to EFH.	• The school proactively engages parents/carers in the prevention and response to EFH as safeguarding partners. • The school engages parents/carers in preventative activity to raise awareness of EFH and in discussions about emerging concerns. • A range of accessible methods are used to maximise parent/carer engagement. • Parents/carers trust the school as safeguarding partners.	• The school recognises parents/carers as safeguarding partners. • The school proactively engages parents/carers following incidents of EFH. • Some accessible engagement methods are offered to parents/carers to facilitate engagement. • Parents/carers/carers who do not trust the school as safeguarding partners are listened to and their concerns are responded to.	• The school does not recognise parents/carers as safeguarding partners and/or are routinely seen as part of the problem. • Parents/carers are engaged in the response to incidents of EFH once they have raised concerns. • There are limited methods for parental engagement without consideration of accessibility. • Parents/carers do not trust the school as a safeguarding partner, and steps are not made to resolve/address this.

⚠️ **PREVENTION**

This section refers to prevention activity and includes training, curriculum and prevention and incident management. Training and curriculum should be evidence-informed and tailored to the specific needs of students. Prevention messages and activities should be consistent with incident management and responses.

LEVER	DESCRIPTION	GREEN	AMBER	RED
Training	Evidence-informed, up-to-date staff training.	• All school staff receive regular training on different types of EFH, regular updates on issues relating to EFH and the pupil body, in addition to training on safeguarding processes within the school. • Training promotes the welfare of all children, is, evidence-informed, up-to-date, and from a credible source. • Staff receive training on issues related to students' needs, rights, beliefs and circumstances which enables them to be confident to address EFH. This includes how to build positive relationships with young people, and how to talk with young people about issues related to EFH, such as peers/friendships, violence, sex and relationships. • Training is trauma-informed: recognising behaviour in the context of EFH. Incidents are a framed as platform for dialogue, not discipline. • Impact of EFH training is monitored and recorded and informs future training commissioning.	• DSLs receive training on different types of EFH and disseminate to school staff. • EFH training that is delivered to all school staff focuses only on referring to the MA partnership. • EFH training delivered to all school staff does not promote the welfare of all children, is not up to date or is not from a credible source. • EFH training for all school staff is delivered, but does not cover students' needs, rights, beliefs and circumstances. • Training is not trauma-informed: does not discuss behaviour in the context of EFH and alternatives to discipline are not covered. • Staff are not provided with EFH irregular training/updates on issues relating to EFH and the pupil body. • Impact of EFH training on staff is not monitored or recorded.	• DSLs and/or school staff do not receive training on different types of EFH, or only receive training on some types of EFH. • Training delivered to all school staff is not evidence-informed or up to date. • Training focuses on discipline and zero tolerance. • DSLs receive irregular training/updates on issues relating to EFH, which are disseminated to wider school staff.

LEVER	DESCRIPTION	GREEN	AMBER	RED
Curriculum	Education related to EFH.	• The curriculum covers issues related to EFH and is delivered to all year groups. • The curriculum related to EFH is taught in line with safe and effective principles of PSHE pedagogy. Examples include; establishing a safe classroom environment by setting ground rules, is age appropriate and promotes the welfare of all children, is evidence-informed, up-to-date, and from a credible source. • Learning is embedded and consistent (i.e. RSE or PSHE has a regular slot in the timetable). • The curriculum recognises harmful norms and attitudes that are conducive to EFH and takes steps to challenge and address these. • The curriculum engages holistically with the intersection of age, gender, ethnicity, race, disability, sexuality, class/socio-economic factors, and religion and beliefs. • The curriculum is accessible and personalised to students' needs – including offers for whole-school, small-group, and one-to-one support with opportunities for student experiences to inform the curriculum. • Teaching about EFH in lessons supports students to feel confident about options for disclosure (including peer disclosure and support), and the school's referral pathways.	• The curriculum covers issues related to EFH and is delivered to all year groups, however the focus is on laws and the negative consequences of behaviours. • Lessons related to EFH are delivered through drop down days but are not embedded in student timetables. • The curriculum recognises some harmful norms and attitudes that are conducive to EFH and takes some steps to address these. • The curriculum has limited engagement with the intersection of age, gender, ethnicity, race, disability, sexuality, class/socio-economic factors, and religion and beliefs. • The curriculum is not personalised to student need. • Students are not engaged in curriculum development. • Teaching about EFH in lessons is not linked to disclosure and referrals pathways.	• The curriculum related to EFH is delivered to a limited number of students/year groups. • The curriculum related to EFH focuses on laws and the negative consequences of behaviours. The curriculum related to EFH is delivered sporadically or in response to incidents. • The curriculum does not recognise harmful norms and attitudes that are conducive to EFH. Instead, the focus is on deterrent promoting victim-blaming or the responsibilising of young people. • The curriculum does not engage with the intersection of age, gender, ethnicity, race, disability, sexuality, class/socio-economic factors, and religion and beliefs. • The curriculum is not personalised to student need. • Students are not engaged in curriculum development. • Teaching about EFH in lessons is not linked to disclosure and referrals pathways.
Prevention and incident management	Actions taken by the school to prevent incidents and following incidents.	• Prevention measures – such as curriculum/staff training, as detailed above, correspond with approach to incident management. • Proportionate and appropriate action is taken by the school following incidents of EFH in line with school policies and thresholds. • There is an expectation for the wider student body that the school will take appropriate action to keep the student and staff body safe, contributing to the prevention of further incidents. • Students and staff perceive that issues associated with EFH are addressed.	• Actions are taken by the school following incidents of EFH in line with school policies and thresholds. However, students do not perceive that all incidents are responded to appropriately. • Students and staff report that issues associated with EFH are not consistently addressed. • There is limited infrastructure for students/staff to be informed that action has been taken after reports are made.	• Actions in response to incidents of EFH are limited and/or are not in line with school policies and thresholds. • Incidents of EFH are normalised and not integrated into safeguarding policies and responses. • Students and staff report that issues associated with EFH are not addressed.

IDENTIFICATION

This section refers to identification of harm and includes definitions, recording and tracking, resources and disclosure. This is about ensuring that behaviour is understood in context, that recording, and tracking supports the welfare of students, and that disclosure is supported through transparent processes and supportive relationships.

LEVER	DESCRIPTION	GREEN	AMBER	RED
Definition	The school has a definition for different forms of EFH in line with national and local guidance.	• All staff within the school use, and understand, the same definition of EFH. • This is informed by students, parents/carers, and the local VCS sector and MA partnership. • The definition is clearly referenced in relevant school policies and other documentation. • Definitions of harm enable the identification of individual incidents, as well as supporting staff to identify contextual factors that might be conducive to these types of harm (i.e., physical design, gender norms, etc.)	• All staff within the school use the same definitions of EFH, but these are not understood by all staff. • Definitions are clearly referenced in relevant school policies and other documentation. • The EFH definitions used in the school are not informed by students and parents/carers, and are not aligned with the local VCS sector and MA partnership. • Definitions of harm enable the identification of individuals who may be impacted by EFH but not contextual factors that might be conducive to harm (i.e., physical design, gender norms, etc.).	• Definitions for EFH are not yet used within the school. And/or: • Definitions for EFH are not referenced in relevant school policies and other documentation. • Where incidents of EFH have occurred, behaviours, such as aggression and anti-social behaviour, are identified as misbehaviour and dealt with as behavioural issues, rather than considered in the context of exploitation and violence.
EFH recording and tracking	The school has safeguarding and behaviour log recording systems that allow for flagging or marking cases of EFH.	• The school uses their safeguarding and behaviour log systems to flag or mark cases as EFH in line with school policies and thresholds. • The school uses these systems to log details of locations and young people linked to incidents. Where appropriate, parents/carers and students are informed. • The school uses data to identify trends associated with EFH; for example, chronologies are used to contextualise incidents that have occurred and/or 'peer-group mapping' exercises are used to support prevention. • The DSL shares anonymised information to staff regarding trends (that does not refer to specific student information) to support a whole-school approach – ensuring that everyone is adopting the same approach and understanding to be able to identify forms of EFH.	• School staff have an awareness of EFH trends informally, in line with school policies and thresholds. • Systems to formally record or track EFH, such as EFH flags, are not yet fully in place within the school. • The DSL shares some anonymised information with staff so that there is shared understanding across staff about how to identify some instances, however this is inconsistent and doesn't reflect the trends across school.	• Systems to record or track EFH, for example in EFH flags, are not yet in place at the school. Because of this, the school is unable to track, identify and respond to trends, and school staff have an unclear understanding of what issues affect their school population/body.

LEVER	DESCRIPTION	GREEN	AMBER	RED
Resources	Awareness of, and access to, resources to assist identification of EFH.	• Staff at all levels are aware of, have access to, and use, up-to-date resources that facilitate understanding of thresholds and identification of EFH. • EFH resources used by the school are aligned with those used by the VCS sector and MA partnership. • School staff feel confident/competent to identify forms of EFH, with a sensitivity to [and recognition of the impact that staff perceptions of] the intersecting impact of SEN, (dis)ability, gender, sexuality, religion, ethnicity, age, class and socio-economic factors that can influence young people's experiences of EFH and ability to disclose.	• The DSL has access to, and is using, EFH resources to assist identification. • The staff rely on the DSL to ascertain level of harm, and do not have access to, or use, resources to assist identification of EFH. Or • Staff identification of EFH is inconsistent or disproportionately applied across the student population.	• The DSL and school staff do not have access to EFH resources to assist identification, resulting in some forms of EFH being undetected or not recognised as a child welfare issue. • Staff do not feel confident/competent to identify forms of EFH.
Disclosure options	The safeguarding process is transparent and available to the whole student body. Mechanisms for safe disclosure are clear, flexible and reviewed regularly.	• Students are offered a variety of mechanisms for safely disclosing their concerns and/or concerns about peers in relation to EFH. For example, there are: – multiple trusted individuals within school to disclose to and – safe spaces in which to access staff and – a variety of mechanisms for disclosure; for example, online sharing. • Clear, accessible and transparent information relating to the school's safeguarding processes is made available to students.	• Students are offered mechanisms for safely disclosing their concerns and/or concerns about peers in relation to EFH, for example there are: – trusted individuals to disclose to or – a safe space in which to access staff or – a variety of mechanisms for disclosure for example online reporting. • Clear, accessible and transparent information relating to the school's safeguarding processes is made available to students.	• Mechanisms for disclosure of EFH concerns are not apparent, or available to all students. Or: • Clear, accessible and transparent information relating to the school's safeguarding processes are not yet made available to students.

RESPONSE AND INTERVENTION

This section refers to how schools respond and intervene into incidents or cultures of harm and includes staff empowerment and motivation, thresholds, response to incidents, physical environment and multi-agency/external incident referrals. This is about pro-active and holistic responses to harm that prioritise the welfare of all children, those who are harmed and those who harm.

LEVER	DESCRIPTION	GREEN	AMBER	RED
Staff motivation	Staff motivation and empowerment to support EFH interventions.	• DSL(s)/the pastoral team are closely supported by the senior management team who have oversight and offer effective supervision to ensure the DSL feels supported and not individually responsible for issues related to EFH. • School staff report feeling empowered and motivated to prevent or respond to all forms of EFH within a child welfare approach, understanding their role as part of a whole-school, contextual approach to creating safety. • Safeguarding is intrinsic to the culture of the school, and staff are encouraged to ask questions through regular staff mentoring sessions, including challenging practice; staff are given a safe space/mechanism to challenge safeguarding practice in the school and meaningfully contribute to the design of structures and systems of the school. • School staff feel confident/competent to identify and respond to all forms of EFH, with a sensitivity to the intersecting impact of SEN, (dis)ability, gender, sexuality, religion, ethnicity, age, class and socio-economic factors that can influence young people's experiences of EFH and ability to disclose.	• The senior management team provide the DSL(s)/pastoral team with support; however, this is only after a significant incident has occurred. • School staff identify the need to address all forms of EFH and want to intervene to prevent or respond to incidents within a child welfare approach. • Some but not all, school staff feel motivated and able to do so. • Staff are sometimes offered supervision, but this is inconsistent. • Safeguarding is not completely embraced as a whole school responsibility and not all staff are supported and empowered to act consistently in respect of EFH incidents.	• The senior leadership/management team are remote from the school community, and provide insufficient guidance or support to the DSL(s)/pastoral team. • School staff have accepted at least some forms of EFH as an inevitable aspect of the school environment. • School staff are not encouraged or supported to take action to prevent or to intervene in EFH incidents within a child welfare approach. • School staff do not feel confident/ competent in identifying and responding to forms of EFH within a child welfare approach. • Staff are rarely/never offered supervision. • Safeguarding is not seen as a whole school responsibility, rather it viewed as the DSL's job.
Thresholds	Understanding and application EFH thresholds and how this applies to disclosure.	• School staff understand that behaviours fall across a spectrum of harm – ranging from normal, inappropriate, problematic, abusive, to violent – and responses are proportionate and consistent to reflect this. • When considering thresholds, presenting behaviours are considered within the context of EFH, trauma and vulnerability; and where appropriate this is discussed with young people and parents/carers. • Thresholds are applied consistently across all students, with a sensitivity to the intersecting impact of SEN, (dis)ability, gender, sexuality, religion, ethnicity, age, class and socio-economic factors that can influence young people's experiences of EFH. • Thresholds used in the school are consistent with those used in the local VCS sector and MA partnership. • Thresholds support the identification of all forms of EFH for students with special educational needs and/or disability.	• The DSL and some staff understand that behaviours fall across a spectrum of harm. • The school's understanding of thresholds is consistent with that used in the wider MA and VCS partnership, but not all staff engage with this. • There is inconsistency across staff about what behaviours are harmful; resulting in responses that are not always proportionate or consistent. • Thresholds are applied inconsistently as some staff focus on presenting behaviours rather than considering them within the context of EFH, trauma and vulnerability. • Some guidance is provided to support the identification of some forms of harm for students with special educational needs and/or disability.	• There is inconsistent understanding and application of thresholds for incidents of EFH across school staff. • The school's use of thresholds is inconsistent across students. • Incidents are inconsistently referred internally by staff members, and responses are not always proportionate or consistent. • The school's understanding of thresholds is inconsistent with that used in the wider MA partnership. • When considering thresholds, only presenting behaviours are considered. • Thresholds do not support the identification of harm for students with special educational needs and/or disability.

LEVER	DESCRIPTION	GREEN	AMBER	RED
Response to incidents	Response to young people involved in incidents that are abusive, violent or escalating in nature and promotion of the welfare and wellbeing of students involved.	• Responses to EFH incidents consider and take steps to safeguard all students who were involved, both those who harmed and those who were harmed. • Responses to EFH are welfare-led, trauma-informed, contextual and proportionate. The school community understands the negative/unintended consequences of sanctions-based and exclusionary responses to harm that individualise incidents, instead focusing on responses that are restorative/transformative. • The school supports the ongoing welfare of the wider student body and has multiple resources that prioritise student mental health, and welfare more generally. • Responses to EFH incidents consider students' needs, rights, beliefs and circumstances. • Responses to incidents are aligned and interconnected with prevention messages provided to students.	• Responses to EFH incidents consider, and take steps to, safeguard some students impacted by EFH. • Some EFH incidents or indicative behaviours are responded to using school sanctions only. • The ongoing welfare and safeguarding of students involved is allocated to the DSL and/or social care professionals alone (following referrals). • Responses to incidents are inconsistent with prevention messages delivered to students.	• Responses to EFH incidents are predominantly characterised by the use of school sanctions, punitive and zero-tolerance responses such as exclusions, and steps are not taken to support the ongoing welfare of all students involved. • Responses are on an individual basis, targeting presenting behaviours rather than the context of EFH, trauma and vulnerability. • Responses feature victim-blaming language.
Physical environment	Assessment of physical environments following incident.	• Following an EFH incident, the physical location where it occurred is recognised, risk assessed and, where necessary, intervention is taken to make it safer. • The school undertakes proactive assessments of locations where EFH occurs through mapping exercises with students, including both the school environment and the local environments around the school. • When making referrals, all physical locations are logged and included in any referrals to the MA partnership.	• Following an EFH incident, the physical location where it occurred is logged but no further action is taken in relation to the context.	• Following an EFH incident the physical location is not logged, and no further action is taken in relation to the context.
Multi-agency/ External incident referral	External referral of abusive, violent or reoccurring EFH incidents and partnership inputs.	• The school refers EFH incidents that are abusive, violent or reoccurring, to social care services in line with agreed thresholds and with the consent (where safe) of students and parents/carers/carers. • The school actively follows up referrals and seeks guidance/alternatives if referrals are 'no further actioned'. • The school actively engages in a MA partnership response and ensures the views of students and parents/carers are included. • The school welcomes support from children's social care to assess and build safety within the school.	• The school refers EFH incidents that are abusive, violent or recurring to social care services in line with agreed thresholds. The school does not routinely seek the consent (where safe) of students and parents/carers/carers. • The school does not follow up referrals or seek guidance/alternatives if referrals are 'no further actioned'. • The school is not involved in the MA partnership response.	• The school is inconsistent in referring incidents that are abusive, violent or recurring to social care services and does not seek consent (where safe) of students and parent/carers. • The school does not follow up on referrals and is not engaged in the MA partnership response.

SCHOOL CULTURE

This section refers to the cultural context of the school and includes prevalence of harm, student disclosure, peer support, ethos and language and normalisation. This is about understanding the social norms within your school that are harmful, as well as those that promote safety, and taking proactive steps to change them. This might include racist, sexist, ableist or homophobic attitudes and actions amongst staff, students, parents/carers or the wider local community.

LEVER	DESCRIPTION	GREEN	AMBER	RED
Prevalence	Nature and extent of EFH within school.	• The school uses a variety of ways to capture and record data, such as incident records, staff, student and parent engagement activities and student disclosures to proactively identify the nature and extent of EFH in the school. • Prevalence data is informed by the student voice and parent/carer concerns through engagement activities.	• The school uses a variety of ways to capture and record data, such as incident records and staff views and student disclosure to identify the nature and extent of EFH in the school. • Prevalence data is informed only by student disclosures and not by proactive student engagement to understand emerging concerns.	• The school doesn't take any proactive steps to identify EFH and only becomes aware of them through student disclosures, following incidents.
Student disclosure	Students' use of disclosure options.	• Students have a clear understanding of the safeguarding and disclosure processes in the school, and information sharing agreements within these, including whether and at what point disclosures would be shared with others. • School staff are discreet, understand confidentiality (and the safeguarding limits related to this), and are comfortable when receiving a disclosure. • Schools understand the various verbal, and non-verbal ways that young people may disclose. • School takes steps to understand the barriers to student disclosure and attempt to address these. • The school understands and draws upon the importance of friendships and takes steps to support positive bystander and peer behaviours to support disclosure.	• Not all students are aware of the safeguarding and disclosure processes in the school, or whether and at what point information would be shared with others. • Some staff feel comfortable receiving disclosures. • The school takes steps to understand the barriers to student disclosure, but steps are not always taken to address these barriers. • Young people disclose to their peers, but peers are not supported to manage disclosures appropriately.	• Students are not aware of the safeguarding and disclosure processes in the school, or whether and at what point information would be shared with others. • Staff are not comfortable receiving disclosures. • Some staff may be aware of barriers to disclosure, but these barriers are accepted as inevitable or not possible to change. • Friendships are not understood as sources of safety for young people.
Peer support	Mechanisms of peer support in the school and understanding of peer influence.	• The school empowers young people to support each other as part of the response to EFH incidents. • Resources are in place to support positive peer influence associated with EFH incidents, e.g., via bystander approaches.	• Resources are not yet in place to support positive peer influence/bystander approaches associated with EFH incidents. • Friendships and peers/peer groups are only considered if they are thought to be negative or a source of risk associated with EFH incidents.	• Friendships and peers/peer groups are only considered if they are a source of risk/negative peer influence associated with EFH incidents. • Only behavioural or disciplinary actions are taken to disrupt friendships/peer groups in lieu of support for positive peer influence/bystander approaches.

LEVER	DESCRIPTION	GREEN	AMBER	RED
Ethos	School ethos.	• The school and whole staff team actively promotes healthy and positive relationships, equality and difference. • Students, staff and parents/carers/carers recognise, welcome and participate in this ethos. • Student activism is promoted with students playing a key role in discussions around/about school safety, ethos and culture. • Parental engagement is taken seriously and is in the ethos of the school, providing a variety of options for parents and carers to meaningfully engage.	• School has taken some steps to promote healthy and positive relationships, equality and difference, but these are not fully embedded or widespread across the school staff team. • Student and parental engagement are rarely drawn upon to inform the ethos of the school.	• The dominant culture amongst students and staff features evidence of harmful, discriminatory and unhealthy attitudes towards relationships, equality and difference, and the school is yet to take effective steps to address this.
Language and challenging normalisation	Language used within the school to describe EFH and the way the school challenges harmful attitudes and behaviours related to EFH within the school.	• Language used by staff and students to describe EFH within the school recognises different forms of harm as a child welfare issue. • Staff and students challenge a range of peer abuse within the school, recognising how attitudes and norms can influence the school cultural context. • Language used by staff and students understands harm in context (i.e., does not victim-blame, and recognises the influence of trauma, vulnerability and inequality). • Language used by staff and students challenges stereotypes and discriminatory norms and attitudes around perceived demographics of victims and instigators related to different harm types (especially connected to gender, race, and disability). • School staff are racially literate, having the skills, knowledge and confidence to understand, challenge and respond to the ways in which race and racism play out in society, understanding this as beneficial to the whole-school community.	• Language used by some staff and students to describe EFH within the school recognises some forms of harm as a child welfare issue. • Staff and students normalise some abusive social norms, use of victim-blaming or discriminatory language, or report that some behaviours are just 'banter', or expected. • There is some attempt to challenge stereotypes and discriminatory norms and attitudes but there is evidence that victim demographics remain linked to certain harm types – i.e., CSE prevention is targeted only at girls, or anti-radicalisation at Muslim students.	• Language used to describe behaviours associated with EFH focus only on presenting behaviours, without an understanding of trauma, vulnerability and inequality. • Some staff and students use victim-blaming or discriminatory language, identified in assessments, case notes or interactions with staff and students. These go unchallenged. • Staff and students accept some forms of EFH as expected or normal. • There is an acceptance by students that some behaviours are just 'banter' or expected. • Language used by staff and students perpetuate stereotypes and discriminatory norms and attitudes, there is evidence that victim demographics remain linked to certain harm types – i.e., CSE prevention is targeted only at girls, or anti-radicalisation at Muslim students.

APPENDIX A: EXAMPLE SELF-ASSESSMENT

SYSTEMS AND STRUCTURES

LEVER	RATING (green, amber or red)	EXAMPLE METHODS THAT COULD BE USED	REASON FOR RATING (strengths and gaps identified, quotes or evidence from focus groups) See the **Beyond Referrals traffic light tool** for further reference on rating guidance
Designated Safeguarding Lead (DSL) and Pastoral support		**Interview with DSL(s) and pastoral team** to understand safeguarding capacity.	*For example:* *A school would score* green *where at least one member of staff (DSL) has their time fully protected for safeguarding, with no additional responsibilities (i.e., teaching) and is fully supported by the senior leadership team. It is recognised that ALL staff have a safeguarding responsibility and can access a clear process for engaging in safeguarding work, for example attending safeguarding meetings, training and informing decisions.* *A school would score* amber *where a DSL has teaching responsibilities but some protected time. The provision of pastoral support and safeguarding is seen as a specialist role by staff members. For example, if a form tutor has safeguarding concerns about a young person, they would refer this to the DSL and their involvement would end there.* *A school would score* red *where there is no DSL or the DSL has far too limited time protected for their safeguarding lead work in relation to the expected demands of the role.*
Recording and referral pathways internally within school		**Student engagement sessions and review of safeguarding and behaviour logs** to compare student reports on the frequency of EFH in school with incidents recorded on the school systems. **Review of school safeguarding policy** to include incidents of extra-familial harm and agree referral pathways and threshold guidance for staff. **Staff engagement session** to sense-check and ensure understanding of policy; and to understand whether staff have access to and use recording systems. **Parent engagement session** to sense-check and ensure understanding of policy.	*For example:* *A school would score* green *where indicators of EFH are recognised by staff as a child safeguarding issue, for example a young person carrying a weapon in school. All teachers and support staff in the school have access to a clear safeguarding referral pathway with thresholds/escalation routes laid out and are confident in accessing and using this.* *A school would score* amber *if not all staff have access to, or were actively using, the safeguarding referral pathway. Responses from staff are ad hoc or inconsistent, for example indicators of EFH, such as a young person carrying a weapon in school, are not recorded or referred to the DSL or are treated only as a behavioural or disciplinary issue.* *A school would score* red *where indicators of EFH, such as a student carrying a weapon in school, aren't recorded, or are only recorded as a behavioural or disciplinary incident. Staff are not aware of the safeguarding referral pathways or only have access to safeguarding referral pathways for incidents of intra-familial harm. Indicators of EFH such as weapon carrying are treated only as a disciplinary issue.*

LEVER	RATING (green, amber or red)	EXAMPLE METHODS THAT COULD BE USED	REASON FOR RATING (strengths and gaps identified, quotes or evidence from focus groups) See the **Beyond Referrals traffic light tool** for further reference on rating guidance
Policies related to EFH		**Review school policies** including safeguarding, behaviour and other relevant policies. **Staff engagement session** to sense check and ensure understanding of the policy. **Parent engagement session** to sense check and ensure understanding of the policy. **Student engagement session** to sense check and ensure understanding of the policy.	*For example:* *A school would score green where they have a whole-school policy that makes explicit reference to EFH, and that promotes trauma-informed, restorative responses that seek to build safety around individuals and places. The policy is in accordance with statutory guidance and local MA and VCS sector advice on EFH in schools. The policy is inclusive and fully informed by staff, parents/carers and students, and is publicly visible to parents/carers and students. The school avoids 'zero-tolerance' approaches and exclusionary policies that disproportionately impact minority ethnic and those students with SEND.* *A school would score amber where EFH (such as bullying, peer-on-peer abuse, or exploitation) is understood as a child welfare concern, but is only referenced within the behaviour policy, and is not adequately informed by local or national guidance, or parents/carers or students. As such, responses focus on the behaviour of individuals and not a whole-school culture/approach.* *A school would score red where there is no reference to types of EFH in any policy, and as such there is no shared understanding of EFH, its impact on young people, and how to specifically respond in a supportive way to individual incidents. For example, escalating conflict between two groups of young people are either ignored, or some young people are disciplined/excluded without considering the wider dynamics of the peer group and how to de-escalate/create safety for all involved.*
Engagement in local context		**Interview DSL/team and Senior leadership** about their understanding of local safeguarding risks, and the extent to which staff, parents/carers and students can share concerns about local contexts, and the meetings they attend in the MA partnership and how they act on information gained in these meetings.	*For example:* *A school would score green where students share concerns about a number of incidents in the local park, the DSL seeks their consent to share this with the local MA partnership, attends a MA meeting about the park, and is involved in identifying and supporting the safeguarding plans around the location. The DSL supports communication with the affected students and their families so that the local authority, school and families can be partners in creating safety.* *A school would score amber where, following the serious injury of a student in the local area, the DSL attends a strategy meeting for the injured student but is not engaged in safeguarding plans in relation to other young people or locations involved. Only the parents/carers of the impacted student are spoken to by the DSL.* *A school would score red if it became aware of a local safeguarding risk following the injury of a student. The school does not attend a strategy meeting or input into the safeguarding plan and does not engage affected students and parents/carers to understand potential future risks.*

LEVER	RATING (green, amber or red)	EXAMPLE METHODS THAT COULD BE USED	REASON FOR RATING (strengths and gaps identified, quotes or evidence from focus groups) See the **Beyond Referrals traffic light tool** for further reference on rating guidance
Partnership input		**Interview with DSL/safeguarding team** to establish how EFH policies and resources are put together and level of engagement with local VCS and MA partners.	*For example:* *A school will score* green *if it regularly brings in external partners who share a positive ethos (for example a voluntary organisation working with victims of child sexual exploitation) to inform their approaches to EFH and works with the local VCS sector and MA partnership when reviewing and adapting policies.* *A school will score* amber *if it brings in external partners to inform their approaches to EFH only in response to incidents. School policies are informed by the local VCS and MA partnerships but are limited to referral pathways and are not frequently reviewed.* *A school would score* red *if it does not bring in external partners to inform their approaches to EFH, or where it does this is framed only as a deterrent – for example showing students images of knife wounds to prevent weapon carrying. Local VCS and MA partnership expertise is not drawn on in developing policies and they are not routinely updated.*
Parent/Carer engagement		**Parent survey** to ask parents/carers about the level of communication and relationship parents/carers have with the school on issues related to EFH. **Interview with DSL/Senior leadership** to establish how parents/carers are engaged in school response to EFH.	*For example:* *A school will score* green *if it regularly and proactively seeks the views of parents/carers and uses a range of accessible formats to do this. For example, if the school was aware of a local concern regarding EFH, it is expected that they would seek the views of parents/carers via letters, emails, phone calls, remote or in-person meetings, etc. Parents/carers are supported to contribute their views (i.e., access and/or language needs are supported), and parents/carers feel their views are important. Parent/carers feel it is safe to engage with, and contribute to, the school's approach to EFH and school staff are trained adequately in how to respectfully engage with parent/carers and the wider community.* *A school will score* amber *if it contacts/informs parents/carers after incidents of EFH but uses limited methods of engagement. For example, the school contacts parents/carers following a serious incident at the bus stop, parents/carers are invited to share information, but the response is limited due to lack of trust, the approach used or methods available to respond.* *A school would score* red *if it doesn't speak to parents/carers about EFH, except following specific incidents when they are legally required to do so.*

⚠ PREVENTION

LEVER	RATING (green, amber or red)	EXAMPLE METHODS THAT COULD BE USED	REASON FOR RATING (strengths and gaps identified, quotes or evidence from focus groups) See the **Beyond Referrals traffic light tool** for further reference on rating guidance
Training		**Staff engagement sessions** to discuss how confident staff feel to respond to EFH, and whether the training provides them with enough information on school-specific approaches to EFH.	*For example:* *A school will score* **green** *if it regularly provides relevant training on EFH for all staff using up-to-date, credible and evidence-informed materials. Training is tailored to the national, local and school context, recognising that harms to young people change over time. For example, the school commissions a local VCS organisation to deliver training to all staff multiple times in the school year, and provides regular updates, bulletins and resources for staff related to EFH. Staff report feeling confident that the training and resources provided help them to challenge harmful norms and behaviours, talk to young people about issues related to EFH, support disclosure by students and subsequently address incidents of EFH. For example, staff are trained in talking to students about peer-on-peer abuse and peer relationships, reporting that they feel confident to identify and challenge harmful norms and attitudes in a welfare led manner. Overall, the school can evidence that it commissions regular training from a credible source and that attention is paid to the content and impact of the training and constantly reviewed and refreshed when required.* *A school would score* **amber** *if the DSL or the wider staff team receive training on safeguarding and different types of EFH, but this training focuses only on referring to the multi-agency partnership. The impact of the training is not monitored. For example, following staff training staff report that they could recognise incidents indicating EFH and that these would be referred to the DSL or MA partnership; staff do not feel confident in having discussions about EFH with young people or challenging harmful norms and attitudes in a welfare-led manner.* *A school would score* **red** *where the DSL receives less-than annual training relevant to EFH and disseminates to school staff via a bulletin. Staff report that they do not receive training and EFH is approached as a behavioural issue. Staff report that they do not feel confident about how to intervene or challenge harmful norms and behaviours, or incidents of EFH.*

LEVER	RATING (green, amber or red)	EXAMPLE METHODS THAT COULD BE USED	REASON FOR RATING (strengths and gaps identified, quotes or evidence from focus groups) See the **Beyond Referrals traffic light tool** for further reference on rating guidance
Curriculum		**Student engagement sessions** (focus groups or surveys) to ask students whether the education they receive related to EFH (such as PSHE) matches the reality of their lives and, if not, how to improve it.	*For example:* *A school would score* green *where lessons related to EFH are delivered to all year groups and explore the overlapping dynamics of many forms of EFH; including relationship forming, debt, choice and consent, and this is delivered in an age-appropriate way and in a format accessible to all students (this might vary). The curriculum recognises that these pressures impact on young people who are harmed and who harm, and promotes an inclusive and safe teaching environment. For example; the curriculum recognises evidence that minoritised ethnic young people are under-identified in support services and takes steps to overcome this through the teaching content and follow-up support; specific protected characteristics regarding students who have SEND are fully acknowledged in the curriculum. There is full recognition of the impact of intersecting specific needs around SEN, (dis)ability, gender, sexuality, religion, ethnicity, age, class and socio-economic factors that can influence young people's experiences of EFH and ability to disclose. Following the teaching students are provided with pastoral support and are offered multiple pathways for disclosure, recognising that students' intersecting identities may impact on their experiences with statutory partners and willingness or ability to engage in formal safeguarding processes.* *A school would score* amber *when teaching on EFH is not embedded into the school timetable and does not focus on a range of harm types. A school would score amber where it teaches about some harm types, for example sexting, but the teaching predominantly focuses on the law, with an emphasis on not sending images in the first place. Teaching is pitched at one learning level and limited steps are taken to engage students with additional learning needs (especially those identified as SEND students). The teaching does not consistently direct students to referral and support pathways; meaning that some students know how and where to disclose but others do not.* *A school would score* red *where lessons on EFH are only delivered following incidents. The lessons focus only on choices and consequences; for example, local police officers deliver sessions to students showing graphic images of knife wounds, or videos or harm, warning students about mandatory reporting of weapon-carrying and criminal sanctions. Students receive limited education related to EFH which overly concentrates on individual responsibility, shame and victim-blaming narratives. Teaching might be delivered to limited number of students, or students who are seen to be 'part of the problem', and students are afraid or are given limited options for disclosure and pastoral support.*
Prevention and incident management		**Student engagement sessions** to speak with students about what types of EFH happens at school, and how they think the school would respond to each of these harms.	*For example:* *A school would score* green *where students and staff perceive that issues associated with EFH are addressed; for example, the response to an allegation of online sexual harassment demonstrates to students that such behaviours are unacceptable and that complaints will be taken seriously. Opportunities are taken to engage students in discussions about harm and how the school will respond, whilst maintaining the confidentiality of students involved in incidents.* *A school would score* amber *where action is taken in response to all incidents. However, opportunities are not taken to engage students in discussions about harm or how the school responds, as such students only perceive that certain harmful behaviours are responded to, for example, a fight but not online threats.* *A school would score* red *where action is only taken to respond to contact incidents, such as physical assault, but not to online harassment. As such many behaviours that may indicate EFH are ignored, or responded to only as behavioural issues, and harmful behaviour is normalised.*

IDENTIFICATION

LEVER	RATING (green, amber or red)	EXAMPLE METHODS THAT COULD BE USED	REASON FOR RATING (strengths and gaps identified, quotes or evidence from focus groups) See the **Beyond Referrals traffic light tool** for further reference on rating guidance
Definition		**Staff engagement sessions** to speak with staff and ask them what EFH is and what types of behaviours fall under this term. **Review school policies** including the safeguarding, behaviour, thresholds, and other relevant policies.	*For example:* *A school would score green where its safeguarding policy makes reference to different types of EFH in line with national policy and local MA and VCS thresholds. Definitions used recognise that harm falls on a spectrum (for example uninformed opinions or questions, to verbally abusive language) and require different responses appropriate to nature of harm and developmental stage of those involved and is fully respectful of neurodiversity. Definitions of harm can be connected to individuals and/or spaces, for example threatening behaviour or poorly lit corridors. When asked, staff understand the range of behaviours that fall within these definitions and understand them as possible indictors of EFH requiring a child welfare response.* *A school would score amber where safeguarding policy makes reference to some types of EFH which are not consistent with national policy and local MA and VCS thresholds. School staff are inconsistent in their understanding of what constitutes, or might indicate, EFH. For example, some behaviours indicative of EFH, such as a disclosure of sexual assault are recognised, but not others, such as carrying a weapon in school which is seen as a behavioural issue.* *A school would score red if staff there is no reference to EFH in school safeguarding policies and staff respond to incidents using behavioural or disciplinary policies only. For example, persistent and escalating conflict between students is seen as a behavioural and disciplinary issue resulting in exclusions, rather than the dynamics and contexts of the conflict being explored with students.*
EFH recording and tracking		**Review school safeguarding and behaviour logs** to understand how EFH is recorded by different staff members and to identify the use of flags. **Interview with DSL(s) or team** to understand how trends in EFH are mapped in the school.	*For example:* *A school would score green if it had recording systems in place to flag forms of EFH, using key-terms so records are easily searchable and there is evidence of different teachers using this is in line with the school EFH policy, definitions and thresholds. This allows the DSL, SLT and wider staff team to recognise growing trends of behaviours and to create a chronology that can be used to build a picture of emerging concerns.* *A school would score amber where staff, when asked, were able to discuss EFH trends (e.g., fights happening between students at lunch) based on observations and information from the DSL, but these behaviours and trends are not recorded or do not allow for the easy searching of EFH, using a key-term search.* *A school would score red where there are no recording mechanisms, incidents are recorded as isolated behavioural incidents. Staff were not aware of emerging concerns.*

LEVER	RATING (green, amber or red)	EXAMPLE METHODS THAT COULD BE USED	REASON FOR RATING (strengths and gaps identified, quotes or evidence from focus groups) See the **Beyond Referrals traffic light tool** for further reference on rating guidance
Resources		**Interview with DSL(s) or team** to understand resources available to support the identification of EFH and how regularly these resources are updated. **Staff engagement session** to explore staff knowledge of resources and confidence in using these. **Student engagement sessions and surveys** to establish a range of resources available to the student body in relation to EFH and safety.	*For example:* *A school would score* green *where there are resources for staff to draw upon to support their identification of EFH, and where the DSL would frequently (more than three times a year) distribute resources to support staff to identify and respond to EFH. For example, the DSL actively engages with the MA partnership and local VCS sector as well as national stakeholders to obtain up to date resources (such as toolkits, videos, activity packs) to support staff to have conversations with, and identify where students might be impacted by, various forms of EFH. The resources the school uses reflect the diversity of the student population and a range of learning support needs.* *A school would score* amber *where the DSL obtains some resources from the local MA partnership, VCS sector or national stakeholders and uses theses to support their own work in identifying and responding to EFH. These are shared with the wider staff team on an infrequent or ad hoc basis, and their use is not integrated into the whole school's curriculum. For example, because the DSL distributes resources on an ad hoc basis some staff feel confident and up to date in identifying forms of EFH whereas other staff members feel less confident or only confident in some areas, i.e., bullying and CSE, but not CCE or peer-on-peer abuse.* *A school would score* red *where the DSL or wider staff team do not have any access to resources from the MA partnerships, VCS sector or national stakeholders. As such staff rely on behaviour policies to respond to concerning behaviours that may be indicative of EFH. For example, a student with special educational needs is consistently sexually touching other students, but the DSL does not respond to this behaviour, based on the assumption that this behaviour is related to that individual's learning needs. The DSL does not draw on any specialist resources on young people with learning needs to make this decision.*
Disclosure options		**Student engagement session** to explore students' awareness and perception of disclosure options in the school. **Staff engagement session** to explore staff knowledge of disclosure options, confidence in managing a disclosure and knowledge of the school's safeguarding process. **Review school policies** including the safeguarding, behaviour and other relevant policies.	*For example:* *A school would score* green *where there is evidence of trusted relationships between students and individuals; for example, students may have trusted relationships with a pastoral tutor, a mentor, or a teacher. The school would also have safe and private space (e.g., a therapeutic space) where students could discuss concerns. The school may allow for anonymous reporting, for example through an app or post boxes, and this approach is well supported through trusted adults and a safeguarding policy that is transparent and available to the whole student body. For example, a student that reports being raped by a student from another school already knows that after disclosing to a trusted member of staff, that the staff member will have to report this to the DSL and their parents/carers, and how and when their parents/carers will be informed.* *A school would score* amber *where students have a single mechanism for disclosing concerns about EFH. For example, students can disclose to a designated staff member, but there is no designated space or time to do so, or this space is not private and staff other than the DSL are not trained or prepared to take disclosures.* *A school would score* red *where there is no designated person, space or time in which students can disclose concerns related to EFH, or this information is not made readily, and regularly, available to students.*

RESPONSE AND INTERVENTION

LEVER	RATING (green, amber or red)	EXAMPLE METHODS THAT COULD BE USED	REASON FOR RATING (strengths and gaps identified, quotes or evidence from focus groups) See the **Beyond Referrals traffic light tool** for further reference on rating guidance
Staff motivation		**Staff engagement and interview with DSL** to ask staff questions on the level of support they receive and if there are variations between staff responses. Explore where these differences lie in the workforce.	*For example:* *A school would score* green *if, when there are emerging concerns related to EFH, staff members are brought together to share learning and formulate a whole-school response. Staff are provided with a regular form of supervision to discuss concerns and feel supported by colleagues to respond to incidents. In such a school, when a staff member is concerned about a group of young people they are supported by the DSL, SLT and the wider staff team to discuss these concerns with young people and manage any emerging disclosures, needs and risks. Staff feel empowered to adequately safeguard students in relation to EFH.* *A school would score* amber *if, following a significant incident of EFH, the SLT or DSL supported the relevant staff member(s) to formulate a response and provide an opportunity to debrief. In such a school, when a staff member is aware a significant incident (i.e., a sexual assault) the staff member would be supported by the DSL to record this, and this would be taken forward by the DSL. Staff members may not feel part of a whole school response to EFH concerns (established via staff survey).* *A school would score* red *where the SLT has little involvement with the everyday setting of the school, the DSL supports staff to respond to concerns/incidents on an ad hoc basis and is not supported regularly by the SLT. In such a school, when a staff member is aware of a significant incident this is recorded on behaviour logs and may trigger a disciplinary or a safeguarding response. Staff members do not feel confident in identifying or responding to EFH and do not feel supported to do so (established via a staff survey).*

LEVER	RATING (green, amber or red)	EXAMPLE METHODS THAT COULD BE USED	REASON FOR RATING (strengths and gaps identified, quotes or evidence from focus groups) See the **Beyond Referrals traffic light tool** for further reference on rating guidance
Thresholds		**Staff and student engagement and interview with DSL to:** – Ask students how school staff respond to different cases (for example consensual and non-consensual image sharing). – Ask staff about their responses to different cases of EFH and what thresholds they use to make these decisions.	*For example:* *A school would score* green *where there are clear thresholds within their EFH policy, align with the MA partnership, and that support staff, the DSL and the SLT to identify where behaviours fall across a spectrum of harm, and may (or may not) be indicative of wider EFH concerns. These thresholds are available to and support conversations with parents/carers and students. For example, if a sexual image is shared between students, the threshold document supports staff members to identify where on a spectrum of harm this lies (considering consent, intent etc.) and supports staff members to discuss concerns with students and parents/carers.* *A school would score* amber *where the school EFH policy is consistent with the MA partnership, but is not understood consistently across the staff team, as such some staff are able to identify where behaviours fall across a spectrum of harm and may (or may not) be indicative of wider EFH concerns – leading to inconsistent responses to incidents. For example, a case of two 16-year-olds consensually sharing sexual images with each other is considered abusive and results in the same response as a case of non-consensual image sharing; the consensual and non-consensual elements not being recognised as requiring a different response.* *A school would score* red *where thresholds are absent from EFH policies, or EFH policies do not exist. As such EFH concerns are understood inconsistently across the staff team with little insight into spectrums of harm and staff are only equipped to respond using behaviour or zero-tolerance policies. Staff are unsure what behaviours require a response and have no access to guidance to make these decisions. Staff therefore draw upon their own understanding of harm; that might be inconsistent or biased. For example, higher thresholds of harm might be applied to young people with disabilities or Black or minoritised ethnic children, resulting in incidents being understood as behavioural issues, resulting in higher exclusion rates or disciplinary actions with missed opportunities for a welfare response.*
Response to incidents		**Reviewing safeguarding logs, staff and student engagement** to identify evidence of victim-blaming language, consistency within responses, and actions and interventions following incidents.	*For example:* *A school would score* green *where their response to EFH supports the welfare of all students and is aligned with the messages delivered to students through prevention activities, i.e., what constitutes harm and how it will be responded to. For example, following an incident where a student is physically assaulted while meeting up with other students in a park, all students involved, and the park, receive a safeguarding response in which needs, risks and opportunities for safety are explored.* *A school would score* amber *where only some behaviours or incidents indicative of EFH are understood in the context of harm, vulnerability, and trauma; resulting in inconsistent response to the range of behaviours that can be indicative of EFH. For example, a school might teach students about vulnerability and criminal exploitation as part of their prevention activity and then have a zero-tolerance response to truancy, weapon carrying and other behaviours that can indicate EFH.* *A school would score* red *where behaviours and incidents indicative of EFH are not understood in the context of harm and the school relies of a disciplinary response to individual behaviours. For example, policies and/or staff use language that blames students for their experiences of harm, i.e., 'students putting themselves at risk' or 'making unsafe choices'. Interventions are sanction-based, such as fixed-term and permanent exclusions, or are aimed at student beliefs and actions only such as awareness raising sessions on healthy relationships, or 'Prevent', or weapon carrying.*

LEVER	RATING (green, amber or red)	EXAMPLE METHODS THAT COULD BE USED	REASON FOR RATING (strengths and gaps identified, quotes or evidence from focus groups) See the **Beyond Referrals traffic light tool** for further reference on rating guidance
Physical environment		**Reviewing safeguarding logs** to identify whether staff record locations of EFH incidents, and student engagement sessions to understand any spaces where students feel safe or unsafe, how locations can be made safer and perceptions of any changes that need to be or have been made to unsafe locations.	*For example:* *A school would score green when, following an incident of unwanted touching in the drama theatre, the school conducts a location assessment to consider the supervision, lighting, and students' experience of that location, and takes steps to prevent further harm. The school routinely uses hotspot mapping to assess the broader school environment.* *A school would score amber when, in this instance, the drama theatre is noted on the recording system, but the environment is not assessed or changed in any way.* *A school would score red if the drama theatre is not noted on the recording system and is not assessed or changed in any way.*
Multi-agency/ External incident referral		**Reviewing safeguarding logs** to identify actions taken and **engagement with students and staff** to understand responses to incidents.	*For example:* *A school would score green when, following an incident of sexual assault of multiple students in the school, referrals are made to children's social care/MA partnership. Children's social care/MA partnership then provide support to the young people involved. Staff from the school attend relevant meetings, and work alongside children's social care/MA partnership to tackle ongoing harm within the school. Students and parents/carers are consulted to explore what they perceive as an effective response.* *In the above example, a school would score amber where referrals are made to children's social care/MA partnership, but the school does not take active steps to engage in further actions by children's social care/MA partnership, or the MA partnership does not support the school to address ongoing harm within the school/the school does not request this.* *In the above example the school would score red if referrals were not made to children's social care/MA partnership, or referrals were inconsistent, and no follow-up action is taken by the school.*

◆ SCHOOL CULTURE

LEVER	RATING	EXAMPLE METHODS THAT COULD BE USED	REASON FOR RATING
Prevalence		**Student engagement sessions** to identify types of harm happening in the school and where these occur. **Staff engagement session, interview with DSL, review of safeguarding logs and behaviour logs** to identify incidents.	*For example:* *A school would score green if a range of methods were used to establish what forms of harm affect students, and their frequency. A range of accessible methods would ensure all students are able to participate and that parents/carers were provided with a mechanism/way to input. This data is used to tailor prevention activities and to inform the schools response to harm.* *A school will score amber if it captures data on the prevalence of EFH which informs their prevention activities and response to harm, but this is based only on student or parent disclosure and staff awareness. No attempt is made to obtain student or parent perspectives on harm, beyond disclosures.* *A school would score red if the school is only aware of incidents of EFH disclosed by students who have concerns/have been harmed and these do not inform prevention or response activities.*

LEVER	RATING (green, amber or red)	EXAMPLE METHODS THAT COULD BE USED	REASON FOR RATING (strengths and gaps identified, quotes or evidence from focus groups) See the **Beyond Referrals traffic light tool** for further reference on rating guidance
Student disclosure		**Student engagement session** (focus group or survey) to explore students' awareness and perception of disclosure options in the school and barriers to disclosure. **Staff engagement session** to explore staff knowledge of disclosure options, barriers to disclosure, confidence in managing a disclosure and knowledge of the school's safeguarding process.	*For example:* *A school would score* green *if it takes time to ask students (through surveys/focus groups) about what EFH occurs in school, and if students would disclose. Following this, the school would proactively address any barriers identified. For example, if students shared that there was an escalating conflict with a group of young people from a nearby school and they were concerned about theirs/others safety, but did not want to disclose information about the individuals involved or the nature of the incidents, the school would take steps to liaise with local schools to establish if similar concerns have been raised and would carry out a safety mapping activity with students to understand where they do and don't feel safe in the local area. This would inform the/any action that the school, parents/carers and the local VCS and MA partnership could take around creating safety in these contexts.* *A school will score* amber *if it takes some steps to ask students about what EFH occurs in schools and if they would disclose, but not does not have multiple formats or opportunities for this and does not seek to explore and address all barriers. For example, processes are in place for students to share that there is an escalating conflict with a group of young people from a nearby school and they are concerned about theirs/others safety, however if they do not want to disclose, no further action is taken to understand the concerns or incidents.* *A school would score* red *if little/few to no steps are taken to ask students about what EFH occurs in school or if students would disclose, and no steps are taken to address barriers to disclosure. Students report concerns but are not confident in engaging with staff or in the ability of staff to keep them safe.* *Some barriers to disclosure might be:* • *Students are fearful of reporting concerns, e.g. tell staff they would not report concerns for their or others safety.* • *Students fear that if they disclose concerns, the school will take punitive, sanction-based responses and the school continues to use zero-tolerance approaches.* • *Students have concerns that staff lack discretion and discuss cases of EFH with other staff members outside of safeguarding processes.* • *Students fear that the school does not, and will not, respond to all forms of EFH, or responses are not perceived to be effective/visible to all students.*

LEVER	RATING (green, amber or red)	EXAMPLE METHODS THAT COULD BE USED	REASON FOR RATING (strengths and gaps identified, quotes or evidence from focus groups) See the **Beyond Referrals traffic light tool** for further reference on rating guidance
Peer support		**Student and staff engagement sessions** to understand the role of friendships and peer influence, how students are currently managing disclosures or responding to incidents and what support students would need to manage a disclosure.	*For example:* *A school would score green if it was able to actively identify opportunities for peer support in relation to EFH, peers are seen as part of safety building to disclose or seek help, within a bystander approach. For example, if there was an incident of sexual assault within a relationship and the wider friendship circle or school class socially isolate and blame the victim, the school proactively prevents further harm? through engaging students in discussions about harm and promoting bystander approaches that support safety and challenge harmful behaviours or attitudes.* *A school would score amber if it was able to identify opportunities for peer support in relation to EFH but did not have the time, knowledge or resources support bystander or peer-support approaches.* *A school would score red where friendships and peers are not identified as opportunities for support/creating safety. Friendships are only considered in terms of risk, or young people are only asked to share information about their peers rather than friendships being supported as places of safety (i.e., promoting bystander approaches to challenge harmful behaviours or attitudes or peer support to disclose or seek help).*
Ethos		**Student and staff engagement sessions** to identify attitudes amongst students and staff in relation to equality and difference and students' perception of the school's ethos on these issues. **Review school policies** including safeguarding, behaviour and other relevant policies.	*For example:* *A school would score green if it actively engages the students and parent community in discussions about equality and harm, and this is embedded in school policies and the curriculum. The school takes a proactive stance and facilitates student activism on equality issues, recognising the intersection of inequality and harm. For example, the school take a proactive stance on anti-racism; if racist language is used, both staff and students are supported to challenge this.* *A school would score amber if there is some attempt to embed discussions about equality and harm into school policies and the curriculum, but students and parents/carers are not engaged in this. For example, the school promotes anti-racism, but where incidents occur this is only challenged by some staff.* *A school would score red where discussions about equality and harm are not embedded within the school policies and the curriculum and staff and students are not engaged in this. For example, the use of racist or sexist language is unchallenged by staff. Students or staff who raise issues are dismissed.*

LEVER	RATING (green, amber or red)	EXAMPLE METHODS THAT COULD BE USED	REASON FOR RATING (strengths and gaps identified, quotes or evidence from focus groups) See the **Beyond Referrals traffic light tool** for further reference on rating guidance
Language and challenging normalisation		**Student and staff engagement sessions** to identify attitudes and norms amongst students and staff in relation to EFH and related issues. **Observations of the school environment** (including classes) to identify interactions between students and staff. **Review of safeguarding logs and behaviour logs** to review language used by staff. **Review school policies** including safeguarding, behaviour and other relevant policies.	*For example:* *A school would score* green *if language that normalises harmful behaviour is routinely challenged and used as a platform for wider discussions about the relationship between language, oppression and harm. For example, a school would score green if during discussions about sex and relationships students shared the view that boys cannot be sexually exploited, and staff use this as an opportunity to safely challenge students and to talk about gender, power and consent. Language used by staff and students effectively challenges stereotypes and discriminatory norms and attitudes around perceived demographics of victims and instigators related to different harm types (especially connected to gender, race, and disability).* *A school would score* amber *if language that normalises harmful behaviour is sometimes challenged by staff and is sometimes used as platform for wider discussions. However, staff and students do not feel confident or are not routinely supported to challenge harmful norms or behaviours. Staff and students normalise some abusive social norms, use of victim-blaming or discriminatory language, or report that some behaviours are just 'banter', or expected.* *A school would score* red *if staff and students use victim blaming and discriminatory language and this is not challenged. For example, a student calling another student a 'slag' in class is laughed at by students who witnessed it and dismissed or unchallenged by the teacher. Or teachers refer to some student peer groups as 'gangs' based on their ethnicity/race or gender and this is unchallenged. Staff and students accept some forms of EFH as 'expected 'or 'normal'. For example, language used by staff and students perpetuate stereotypes and discriminatory norms and attitudes and there is evidence that victim demographics remain linked to certain harm types – e.g., CSE prevention is targeted only at girls, anti-radicalisation at Muslim students.*

APPENDIX B: SELF-ASSESSMENT TEMPLATE

SYSTEMS AND STRUCTURES

LEVER	RATING (green, amber or red)	METHODS USED (bullet point which methods were used i.e. focus groups, surveys etc.)	REASON FOR RATING (strengths and gaps identified, quotes or evidence from focus groups) See the **Beyond Referrals traffic light tool** for further reference on rating guidance
Designated Safeguarding Lead			
Recording and referral pathways internally within school			
Policies related to EFH			
Engagement in local context			

LEVER	RATING (green, amber or red)	METHODS USED (bullet point which methods were used i.e. focus groups, surveys etc.)	REASON FOR RATING (strengths and gaps identified, quotes or evidence from focus groups) See the **Beyond Referrals traffic light tool** for further reference on rating guidance
Partnership input			
Parental engagement			

⚠ PREVENTION

Training			
Curriculum			

LEVER	RATING (green, amber or red)	METHODS USED (bullet point which methods were used i.e. focus groups, surveys etc.)	REASON FOR RATING (strengths and gaps identified, quotes or evidence from focus groups) See the **Beyond Referrals traffic light tool** for further reference on rating guidance
Prevention and incident management			

IDENTIFICATION

Definition			
EFH recording and tracking			
Resources			

LEVER	RATING (green, amber or red)	METHODS USED (bullet point which methods were used i.e. focus groups, surveys etc.)	REASON FOR RATING (strengths and gaps identified, quotes or evidence from focus groups) See the **Beyond Referrals traffic light tool** for further reference on rating guidance
Disclosure options			

�ख RESPONSE AND INTERVENTION

Staff motivation			
Thresholds			
Response to incidents			

LEVER	RATING (**green**, **amber** or **red**)	METHODS USED (bullet point which methods were used i.e. focus groups, surveys etc.)	REASON FOR RATING (strengths and gaps identified, quotes or evidence from focus groups) See the **Beyond Referrals traffic light tool** for further reference on rating guidance
Physical environment			
Multi-agency/ External incident referral			
◈ **SCHOOL CULTURE**			
Prevalence			
Student disclosure			

LEVER	RATING (green, amber or red)	METHODS USED (bullet point which methods were used i.e. focus groups, surveys etc.)	REASON FOR RATING (strengths and gaps identified, quotes or evidence from focus groups) See the **Beyond Referrals traffic light tool** for further reference on rating guidance
Peer support			
Ethos			
Language and challenging normalisation			

University of Bedfordshire

Contextual Safeguarding

safer young lives research centre