Beyond Referrals:
Levers for addressing HSB in schools

STRUCTURES AND SYSTEMS (7)

THEME	DESCRIPTION	GREEN	AMBER	RED
DSL	Staffing capacity related to safeguarding within school	• Fully protected DSL role or safeguarding team.	• Some protected time for DSL role.	• DSL role additional to teaching/other core responsibilities without protected time.
Holistic safeguarding response to HSB	The extent to which a school's response to HSB is integrated into wider safeguarding structures	• The school's response to HSB is integrated within an overarching safeguarding strategy which includes issues such as: gang-related violence, sexual exploitation, bullying, e-safety etc.	• The school has developed multiple safeguarding responses to address different forms of harm, including HSB, informed by distinct and issue-specific processes.	• The school responds to HSB solely as a behavioural (rather than safeguarding) concern.
Referral pathway	Referral pathways for raising concerns within school	• Clear referral pathways are available for use by staff for single incidents of HSB and themes that warrant concern across the HSB continuum.	• Clear referral pathway used by staff following serious incidents of HSB.	• Referral pathways yet to be established for HSB incidents.
HSB strategy	HSB strategy/procedure	Strategic response of the school to HSB is: • clearly outlined in a standalone HSB/peer-on-peer abuse safeguarding policy or explicitly integrated into a broader safeguarding policy and • linked to national and local HSB procedures.	Strategic response of the school to HSB: • is embedded within behaviour and/or exclusions policy or • has been developed without reference to local or national guidance.	• The school has yet to develop a strategic response to HSB.
Engagement in local context	Structures through which the school can engage with, and understand, community and neighbourhood dynamics which affect students	• School professionals understand and are aware of current and emerging issues locally which may be affecting students. • The school has identified (and uses) pathways to engage in the local context: for example by attendance at MA meetings or engagement with safer schools officers.	• School professionals have ad hoc access to information on local context. • Some external engagement with local agencies built outside of any formal arrangements.	• Information on local context has not yet been accessed.
Partnership input	Level of external input from partnership to develop the school's response to HSB	• The school draws upon resources, information, training and guidance available within the local partnership to develop their procedures and approach for responding to (and preventing) HSB.	• The school receives partial input from partnership to develop their response to HSB. • The school draws upon the local authority to inform the development of their referral pathway.	• Policy, procedures and approach to respond to HSB, if available, have been developed independently of resources and pathways within the local partnership.
Parental engagement	Procedure adopted for engaging parents in relation to the school's approach to HSB	• The school proactively engages parents through preventative activity to raise awareness of HSB and encourage them to report any emerging concerns. • This wider awareness is drawn upon following incidents of HSB to ensure parents are kept updated.	• The school proactively engages parents following HSB incidents.	• Parents are engaged in response to HSB incidents when there is evidence of parental anxiety.

(Firmin, Lloyd & Walker 2018)

PREVENTION (6)

THEME	DESCRIPTION	GREEN	AMBER	RED
Training	Good quality staff training	• All school staff receive regular training on HSB informed by national and local evidence.	• DSLs receive training relevant to HSB and disseminate to school staff. Or • HSB training that is delivered to all school staff is not drawn from national or local expertise. Or • HSB training for all school staff is delivered on a less than annual basis.	• School staff do not receive training relevant to HSB. Or • Training delivered to the DSL is not drawn from national or local expertise. Or • Training is delivered at a less than annual basis to the DSL for the purposes of dissemination.
Referral pathway	HSB referral pathway within school	• School staff use well-established internal referral pathways to raise concerns about inappropriate and problematic HSB to trigger early intervention.	• Some staff raise concerns about inappropriate and problematic HSB, on an ad hoc basis, which sometimes triggers early intervention.	• The school has a limited response to inappropriate or problematic forms of HSB. • There is a perception amongst school staff that this type of behaviour cannot be addressed.
RSE	Relationships and sex education	• RSE is embedded throughout the wider curriculum across all years, informs the school's ethos, and is informed by high-quality resources, local expertise and national guidance.	• RSE is delivered to all year groups as a discrete topic. • RSE is drawn from local expertise and national guidance.	• RSE education is delivered to a limited number of students/year groups. Or • RSE is developed without reference to national guidance or local expertise.
Prevention and incident management	The relationship between incident management and prevention	• Actions taken by the school following incidents set a tone and expectation for the wider student body that contribute to the prevention of further incidents. For example, a swift response to an allegation of touching in corridors demonstrates to students that such behaviour is unacceptable, will not be tolerated and that complaints will be taken seriously. • Students and staff perceive that issues associated with HSB are addressed.	• Swift actions taken by the school following incidents of HSB.	• A limited response to incidents of HSB at school has the potential to normalise such behaviours: for example incidents of non-consensual sharing of images have not been addressed.
Ethos	School ethos	• The school actively promotes healthy and positive relationships, gender equality and acceptance of difference. • Students and staff recognise, welcome and participate in this ethos.	• School has taken some steps to promote positive relationships, gender equality and acceptance of difference.	• The dominant culture amongst students and staff features evidence of harmful attitudes and the school is yet to take effective steps to address this.
Response to local concerns	Response to emerging concerns in the local environment	• The school takes proactive steps to respond to trends identified by the local partnership prior to incidents occurring. For example following a MA meeting where concerns are raised following HSB on a particular social media platform an assembly is held within the school for students and/or parents are notified.	• The school takes steps to respond to trends identified by the local partnership once they affect their students.	• The school is not aware of trends identified by the local MA partnership which may affect their students.

University of Bedfordshire

Contextual Safeguarding Network

THE INTERNATIONAL CENTRE
RESEARCHING CHILD SEXUAL EXPLOITATION, VIOLENCE AND TRAFFICKING

IDENTIFICATION (5)

THEME	DESCRIPTION	GREEN	AMBER	RED
Definition	HSB definition	• All staff within the school use the same definition of HSB, which is drawn from the HSB definition used in the MA partnership. The definition is clearly referenced in relevant school policies and other documentation.	• Multiple definitions of HSB are used within the school. And/or • HSB definition(s) used within the school do not reflect those of the MA partnership.	• A definition for HSB is not yet used within the school.
HSB trends	HSB trends identification	• The school has systems in place to flag HSB, e.g. on safeguarding and behaviour incident logs. • The school uses data to identify trends associated with HSB; chronologies are used to contextualise incidents that have occurred and peer-group mapping exercises are used to support prevention.	• School staff have an awareness of HSB trends. • Systems to formally record or track HSB, such as HSB flags, are not yet fully in place within the school.	• Systems to record or track HSB, e.g. HSB flags, are not yet in place at the school.
Resources	Awareness of and access to resources to assist identification of HSB	• Staff at all levels are aware of, and have access to, up-to-date HSB resources that facilitate understanding of thresholds and identification of harm. For example, school staff use the Brook traffic light system. • HSB resources used by the school are aligned with those used by the MA partnership.	• The DSL has access to and understanding of HSB resources to assist identification. • The staff rely on a referral to the DSL to ascertain level of harm.	• School staff do not have access to HSB resources to assist identification, resulting in some forms of HSB being undetected or not recognised as harmful.
Disclosure options	Options for disclosure of HSB	Students are offered and use a variety of mechanisms for safely disclosing their concerns and/or concerns about peers in relation to HSB: for example there are: • multiple trusted individuals within school to disclose to; and • safe spaces in which to access staff; and • mechanisms for anonymous disclosure.	Students are offered and use mechanisms for safely disclosing their concerns and/ or concerns about peers in relation to HSB: for example there are: • trusted individuals to disclose to; or • a safe space in which to access staff; or • mechanisms for anonymous disclosure.	• Students do not use mechanisms for disclosure of HSB concerns. Or • Mechanisms for disclosure of HSB concerns are not apparent. Or • Students are unclear about how staff will use information that they give in a disclosure.
Cultural context	Cultural context of the school	Language used by staff and students to describe HSB within the school recognises the spectrum of behaviours, the harm these can cause and the context in which the harm occurred.	• Some school staff challenge victim-blaming or gendered language used in association with HSB. • Inappropriate and problematic incidents of HSB – such as calling someone a 'slag' – are responded to as behavioural issues akin to swearing.	Staff or students normalise or accept abusive social norms, identified through examples of victim-blaming or gendered language used in assessments, case notes or interactions with staff and students going unchallenged.

RESPONSE AND INTERVENTION (10)

THEME	DESCRIPTION	GREEN	AMBER	RED
Partnership inputs	Partnership inputs	• The school is open to, and uses, MA partnership expertise to deliver and inform its interventions following a HSB incident when necessary.	• The school makes ad hoc use of partnership expertise to deliver and inform interventions for some incidents of HSB, based on individual relationships within the MA partnership.	• Incidents are responded to without involvement from the wider partnership where this would be beneficial.
Staff motivation	Staff motivation to intervene	• School staff feel empowered and motivated to intervene to prevent or respond to instances of HSB. • School staff are encouraged and supported to do so.	• School staff identify the need to address HSB and want to intervene to prevent or respond to incidents.	• School staff have accepted at least some forms of HSB as an inevitable aspect of the school environment. • School staff are not encouraged or supported to take action to prevent or to intervene in HSB incidents.
Thresholds	Understanding and application of thresholds	• School staff have a shared understanding of, and respond in accordance with, thresholds for referring concerns related to HSB internally within school and externally to the partnership. • Thresholds used in the school are consistent with those used in the wider MA partnership.	• The DSL and some staff have a shared understanding of, and respond in accordance with, thresholds for referring concerns associated to HSB internally within school and externally to the MA partnership. • The school's understanding of thresholds is consistent with that used in the wider MA partnership.	• There is a varied understanding and application of thresholds for incidents of HSB across the school staff.
Response to incidents	Response to young people involved in incidents that are abusive, violent or escalating in nature	• Responses to HSB incidents consider and take steps to safeguard all students who were party to them, both those who harmed and those who were harmed.	• Responses to HSB incidents take steps to safeguard some students who were party to them. • Responses to HSB incidents are largely characterised by the use of school sanctions.	• Responses are focused on changing the behaviour of those who were harmed rather than those who harmed them. • Responses feature victim-blaming language.
Physical environment	Physical environments following incident	• Following a HSB incident, the physical location where it occurred is recognised, subject to assessment and, where necessary, intervention is taken to prevent future incidents.	• Following a HSB incident, the physical location where it occurred is recognised.	• Interventions following HSB incidents are focused solely on individuals involved, and do not include the physical location where they took place.
Policy framework	Policy framework for response	• The school is aware of, and responds to, HSB incidents in accordance with statutory guidance (KCSIE) and national advice on sexual violence in schools. • A Contextual Safeguarding framework is applied for responses to HSB incidents.	• The school is aware of, and responds in accordance with, statutory guidance (KCSIE) and national advice on sexual violence in schools to some HSB incidents. • The school engages with child protection frameworks within which the wider MA partnership works, in addition to any requirements made by KCSIE, to inform their response.	• The school responds to HSB incidents independently of reference to national guidance or advice.
Wellbeing of students	Wellbeing of students involved	• The on-going welfare of those involved in HSB incidents is monitored and reviewed, and further action is taken by the school (and where necessary the partnership) if the initial response appears to be ineffective. • The school supports the on-going welfare of the wider student body and has multiple resources that prioritise student mental health.	• Responses to HSB incidents continue to monitor on-going risks, and consider the legacy of incidents. • Long-term safeguarding measures are allocated to social care professionals alone.	• Responses to HSB incidents are time-limited.
Response to trends	Response to identified trends following an incident	Should a HSB incident reflect wider trends or patterns of behaviour: • Relevant RSE content is reviewed and redelivered. • Policies and procedures are reviewed and amended where necessary. • Staff monitor for retaliation or evidence of students taking sides and target interventions with the partnership should this occur.	• The response to HSB incidents considers the wider student body through the delivery of evidence-based interventions such as assemblies and re-delivery of RSE.	The response to HSB incidents is focused solely on the individuals directly involved.
Incident referral	Referral of violent, abusive or reoccurring HSB incidents	• School refers HSB incidents to social care. • This facilitates a partnership response to the incident.	• School makes referrals to social care. • School intervention ceases following referral.	• No referral to the partnership following incidents.
Peer support	Peer support	• School empowers young people to support each other as part of the response to HSB incidents. • Resources are in place to address challenging or negative peer influences associated with HSB incidents, e.g. via bystander approaches.	• Risk of negative peer influence associated with HSB incidents is recognised and addressed by the school.	• Following HSB incidents young people intervene in sometimes problematic or harmful ways, such as threats or use of violence to discourage disclosure, which are not recognised by school staff.