

# Beyond Referrals:

## Multi-agency levers for addressing HSB in schools

KEY	
<b>DSL</b>	Designated Safeguarding Lead
<b>HSB</b>	Harmful Sexual Behaviours
<b>MA</b>	Multi-agency
<b>KCSIE</b>	Keeping Children Safe in Education

### STRUCTURES AND SYSTEMS (7)

THEME	DESCRIPTION	GREEN	AMBER	RED
<b>Referral pathway</b>	Referral pathway within the partnership	<ul style="list-style-type: none"> <li>A clear referral pathway exists within the MA partnership which schools can access to trigger a safeguarding response to referrals related to HSB in addition to any criminal justice response that may be required.</li> <li>This referral pathway is promoted to schools and used by them.</li> </ul>	<ul style="list-style-type: none"> <li>A referral pathway exists within the MA partnership for schools to raise safeguarding concerns associated with HSB.</li> </ul>	<ul style="list-style-type: none"> <li>The process through which schools can refer safeguarding concerns related to HSB into the MA partnership is unclear.</li> </ul>
<b>Education representation</b>	Education representation at MA meetings	<ul style="list-style-type: none"> <li>Education representative/s from either the local authority or providers consistently attends strategic MA meetings where HSB is discussed.</li> <li>Education providers consistently attend operational MA meetings where HSB is discussed.</li> <li>A function exists in both cases to ensure representatives understand their remit at meetings and are able to disseminate their learning to the wider education sector.</li> </ul>	<ul style="list-style-type: none"> <li>Education providers or local authority education representatives attend some MA (strategic and operational) meetings where HSB is discussed.</li> </ul>	<ul style="list-style-type: none"> <li>MA meetings where HSB is discussed do not involve representatives from the education sector.</li> </ul>

<b>HSB strategy</b>	HSB strategy and procedure	<ul style="list-style-type: none"> <li>• MA strategy and procedures for responding to, and preventing, HSB incidents are clearly documented in local safeguarding policies. These procedures are connected to or integrated with responses to other issues, such as gang association, child sexual exploitation, criminal exploitation/drugs trafficking (CountyLines) and violence against women and girls.</li> <li>• The strategy and procedures are reviewed, using evidence, to enable continuous improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• MA strategy and procedures for responding to HSB incidents are clearly documented in local policies.</li> </ul>	<ul style="list-style-type: none"> <li>• The MA partnership has not published any strategies or procedures in which a response to HSB is a feature (either within wider safeguarding or specific HSB documents).</li> </ul>
<b>MA awareness of school</b>	MA awareness of different school contexts	<ul style="list-style-type: none"> <li>• Mechanisms exist and are used by professionals within the MA partnership to recognise and engage with the varying dynamics in different schools – such as rates of bullying, access to RSE, levels of exclusions etc.</li> <li>• There is a mechanism to draw upon this information when conducting assessments, making placement decisions and delivering interventions.</li> </ul>	<ul style="list-style-type: none"> <li>• Some professionals within the MA partnership are aware of and understand the relationships between different school contexts and incidences of HSB.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessments, interventions and placement decisions related to HSB are based on the behaviour of individuals.</li> </ul>
<b>Analysis</b>	Analytical support	<ul style="list-style-type: none"> <li>• There is analytical support within the MA partnership which has the capacity to identify trends related to schools and other contexts in which HSB is occurring.</li> <li>• This analytical work draws upon data related to different forms of violence, abuse and risk, such as sexual exploitation, gang association and missing behaviours.</li> <li>• This analysis is used to full effect to develop problem profiles that will inform the design and delivery of safeguarding responses.</li> </ul>	<ul style="list-style-type: none"> <li>• Analytical capacity and quality data exist within the MA partnership for profiling the nature and prevalence of HSB.</li> </ul>	<ul style="list-style-type: none"> <li>• Analytical capacity and/or data available within the MA partnership is limited.</li> </ul>

<b>MA in schools</b>	Presence of the MA partnership within schools	<ul style="list-style-type: none"> <li>• The MA partnership has developed or commissioned resources to provide direct support to all schools that have concerns about HSB.</li> <li>• These resources can provide specialist support following incidents in addition to preventative and early intervention.</li> <li>• Such input is provided by a variety of agencies including health, social care, policing and the voluntary sector.</li> </ul>	<ul style="list-style-type: none"> <li>• Limited resources are available within the partnership to support some schools that have concerns about HSB. This may include advice relating to incidents and/or advice in relation to preventative and early intervention.</li> </ul>	<ul style="list-style-type: none"> <li>• Limited resources are available within the partnership to support some schools in response to critical incidents.</li> </ul>
<b>Fair Access Panel</b>	Role of the Fair Access Panel	<ul style="list-style-type: none"> <li>• Decisions regarding exclusions (including those related to HSB) are made at the local Fair Access Panel.</li> <li>• Panel discussions consider the nature of each school context, the students who already attend them and the neighbourhood in which these schools are located to ensure placements are safe for all students.</li> <li>• Panels provide a forum to explore other steps that schools may take in addition to, or in place of, exclusions to ensure the safety of all students who may have been affected by a HSB incident.</li> </ul>	<ul style="list-style-type: none"> <li>• Decisions regarding exclusions (including those related to HSB) are made at the local Fair Access Panel.</li> </ul>	<ul style="list-style-type: none"> <li>• Decisions regarding exclusions (including those related to HSB) are made outside the Fair Access Panel.</li> </ul>

## PREVENTION (4)

THEME	DESCRIPTION	GREEN	AMBER	RED
<b>Relationships and sex education</b>	RSE resources in partnership	<ul style="list-style-type: none"> <li>The MA partnership has gathered and/or designed quality RSE materials that are aligned with national guidance, reflect the local context and are evidence-based.</li> <li>These are shared between agencies, centrally stored, advertised and accessible by schools. Additional resource is offered to schools in a range of formats, for example, awareness-raising materials or arts-based education programmes.</li> </ul>	<ul style="list-style-type: none"> <li>The local authority has gathered and/or designed quality RSE materials that are aligned with national guidance and reflect the local context.</li> </ul>	<ul style="list-style-type: none"> <li>RSE materials that are aligned with national guidance and reflect the local context are yet to be developed by the local authority or wider MA partnership.</li> </ul>
<b>Response to emerging concerns</b>	Response to emerging concerns in local environment	<ul style="list-style-type: none"> <li>In the case of the MA partnership identifying emerging concerns in the local community that may aggravate issues and/or compromise the safety of other young people at schools in relation to HSB, it alerts schools and works with them to prevent escalation.</li> </ul>	<ul style="list-style-type: none"> <li>In the case of the MA partnership identifying emerging concerns in the local community that may aggravate issues and/or compromise the safety of other young people at schools in relation to HSB, it alerts schools.</li> </ul>	<ul style="list-style-type: none"> <li>The MA partnership identify emerging concerns in the local community that may aggravate issues and/or compromise the safety of other young people at schools in relation to HSB – schools are not alerted to this information.</li> </ul>
<b>Prevention and incident</b>	Link between prevention and incident management	<ul style="list-style-type: none"> <li>Following HSB incidents the MA partnership offers advice and interventions which will contribute to setting a tone and expectation for the wider student body.</li> <li>These activities contribute to the prevention of further incidents. E.g. when schools refer concerns, the MA partnership supports them in challenging any idea that such behaviour is commonplace or acceptable.</li> <li>The impact of any such advice or intervention is followed up by the partnership in the weeks and months following the incident.</li> </ul>	<ul style="list-style-type: none"> <li>Following HSB incidents, the MA partnership is able to offer advice and interventions which will contribute to setting a tone and expectation for the wider student body that contribute to the prevention of further incidents.</li> </ul>	<ul style="list-style-type: none"> <li>Following HSB incidents, schools are expected to ensure that their interventions have a preventative impact without support from the MA partnership.</li> </ul>

<p><b>Partnership approach</b></p>	<p>Partnership approach to violence and abuse</p>	<ul style="list-style-type: none"> <li>• The MA partnership is committed to the prevention of all forms of abuse.</li> <li>• This is evidenced by them taking a proactive approach to preventing and deescalating HSB-related concerns, investing in early intervention and adopting a contextual, place-based or public health approach to harm reduction.</li> </ul>	<ul style="list-style-type: none"> <li>• The MA partnership has made a strategic commitment to the prevention of some forms of abuse.</li> </ul>	<ul style="list-style-type: none"> <li>• There is no evidence that the MA partnership has made a strategic commitment to the prevention of some forms of abuse.</li> </ul>
------------------------------------	---	--	--	--

## IDENTIFICATION (5)

THEME	DESCRIPTION	GREEN	AMBER	RED
<b>Cultural context</b>	Cultural context of the partnership	<ul style="list-style-type: none"> <li>Language used within the MA partnership to describe HSB recognises the spectrum of behaviours and the harm they can cause. It recognises the influence these behaviours can have on the wider school environment and the impact the wider school environment can have on these behaviours.</li> <li>The MA partnership, where possible, challenges school decisions to treat inappropriate and problematic sexual behaviour issues as behavioural issues akin to swearing. This may occur, for example, at MA meetings, during strategy discussion or as part of exclusion processes.</li> </ul>	<ul style="list-style-type: none"> <li>There is evidence of the MA partnership encouraging school staff to challenge victim-blaming and gendered language amongst their students.</li> </ul>	<ul style="list-style-type: none"> <li>There is evidence of the MA partnership normalising or accepting abusive norms within school cultures, identified through recorded victim-blaming or gendered language used in assessments, case notes and MA meeting minutes.</li> </ul>
<b>Definition</b>	HSB definition	<ul style="list-style-type: none"> <li>All staff in the MA partnership use the same HSB definition.</li> <li>This definition is proactively shared with schools within the partnership.</li> </ul>	<ul style="list-style-type: none"> <li>All staff in the MA partnership use the same HSB definition.</li> </ul>	<ul style="list-style-type: none"> <li>The MA partnership does not work to or have an agreed HSB definition.</li> </ul>
<b>Resources</b>	Awareness of and access to resources to assist identification of HSB	<ul style="list-style-type: none"> <li>Staff across the MA partnership are aware of and have access to up-to-date resources that facilitate understanding of thresholds and identification of HSB. Including (but not exclusive to) frontline staff within social care, health, policing, youth justice and the youth service.</li> <li>HSB resources used by the partnership are proactively promoted with all schools.</li> </ul>	<ul style="list-style-type: none"> <li>Some frontline staff have access to and understanding of resources to assist identification of HSB.</li> <li>Partnership staff rely on a referral to HSB champions or those with specialist HSB knowledge to ascertain level of harm for each referral.</li> </ul>	<ul style="list-style-type: none"> <li>There is no access to resources to assist identification of HSB within the MA partnership, resulting in some HSB referrals from schools not being recognised as harmful.</li> </ul>

<b>Patterns and associations</b>	Identification of patterns and associations related to HSB	<ul style="list-style-type: none"> <li>• MA partnership has the capability to generate maps of peer and friendship groups and chronologies of behaviour to identify the potential escalation in incidents of HSB and their reach.</li> <li>• The partnership uses the information generated on HSB patterns to inform their response to HSB in schools and shares this information with schools and other practitioners.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual practitioners within the MA partnership hold knowledge about peer networks and behavioural trends relating to HSB.</li> <li>• On occasion, this knowledge is shared with individual teaching staff should there be concerns about escalating risk of HSB to students.</li> </ul>	<ul style="list-style-type: none"> <li>• The MA partnership identifies HSB incidents on a case-by-case, rather than trend, basis.</li> </ul>
<b>Language</b>	Language used to describe and discuss HSB cases	<ul style="list-style-type: none"> <li>• Language used by the practitioners within the MA partnership recognises HSB as a safeguarding concern.</li> <li>• Language used across the MA partnership recognises the harm caused across the continuum of HSB.</li> <li>• The language used to describe HSB incidents refers to the context in which the harm occurred as well as the behaviours involved.</li> </ul>	<ul style="list-style-type: none"> <li>• Language used by practitioners within the MA partnership recognises HSB as a safeguarding concern.</li> <li>• Language used across the MA partnership recognises the harm caused across the continuum of HSB.</li> </ul>	<p>On occasion, language used to describe HSB incidents by the MA partnership:</p> <ul style="list-style-type: none"> <li>• demonstrates that practitioners hold the victim responsible for what they have experienced and/or</li> <li>• makes reference to gendered stereotypes and/or</li> <li>• only recognises contact offences as harmful.</li> </ul>

## RESPONSE AND INTERVENTION (5)

THEME	DESCRIPTION	GREEN	AMBER	RED
<b>HSB resource</b>	HSB resource in partnership	<p>Regardless of criminal investigation:</p> <ul style="list-style-type: none"> <li>• The MA partnership has invested in specialist HSB interventions and/or clinical teams capable of delivering assessments and interventions.</li> <li>• Youth service provision exists and has been equipped to support young people associated with HSB incidents where appropriate.</li> <li>• Wider services within the partnerships, policing, health and youth offending service work to shared objectives when managing cases of HSB in schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Regardless of criminal investigation, wider services within the partnerships; policing, health and youth offending service, work to shared objectives when managing cases of HSB in schools.</li> </ul>	<ul style="list-style-type: none"> <li>• The response to HSB incidents by schools are largely determined by criminal investigations.</li> </ul>
<b>Dissemination of intervention</b>	Dissemination of HSB intervention	<ul style="list-style-type: none"> <li>• Steps taken by the MA partnership to prevent or intervene with incidents of HSB are clearly communicated to local schools.</li> <li>• Schools are aware of success within the MA partnership in responding to HSB and related incidents.</li> </ul>	<ul style="list-style-type: none"> <li>• Steps taken by the MA partnership to prevent or intervene with incidents of HSB are communicated to some schools largely via MA or case management meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Schools are unaware of success within the MA partnership in responding to HSB.</li> </ul>
<b>Relationship with schools</b>	MA partnership relationships with schools	<ul style="list-style-type: none"> <li>• MA partnership draws upon KCSIE, and commits resources, in order to facilitate positive relationships with all education providers within their geographical area to support schools in their response to HSB.</li> <li>• The MA partnership persists to identify solutions when encountering challenges in accessing and building relationships with individual schools in response to HSB.</li> </ul>	<ul style="list-style-type: none"> <li>• MA partnership draws upon KCSIE, and commits resources, in order to facilitate positive relationships with all education providers within their geographical area in their response to HSB.</li> </ul>	<ul style="list-style-type: none"> <li>• The MA partnership has limited resources in which to support schools in their response to HSB. These resources are used when schools request them.</li> <li>• The MA partnership has accepted that relationships are only possible with schools who are open to their engagement.</li> </ul>



<p><b>Response to trends</b></p> <p>Response to identified trends following an incident of HSB</p>	<ul style="list-style-type: none"> <li>Following incidents of HSB within schools, the MA partnership identifies opportunities to develop preventative or de-escalatory interventions to associated young people e.g. via social work or health services, neighbourhood policing, or with young people currently on orders to the Youth Offending Service.</li> </ul>	<ul style="list-style-type: none"> <li>Following incidents of HSB within schools, the MA partnership addresses the incident of concern and those who are directly affected as well as those who may be impacted by the incident. For example where threats of retaliation or similar concerns arise which could affect students and their families.</li> </ul>	<ul style="list-style-type: none"> <li>Following incidents of HSB within schools, the MA partnership focuses its response on addressing the incident of concern and those directly affected.</li> </ul>
<p><b>Thresholds</b></p> <p>Understanding and or application of thresholds associated to HSB</p>	<ul style="list-style-type: none"> <li>The MA partnership works with schools to ensure a shared understanding of HSB thresholds. HSB thresholds used in the partnership have been shared with, and adopted by, schools.</li> <li>There are a range of responses within the MA partnership that fall across the continuum of HSB that schools can draw upon in order to address cases of HSB that are escalating.</li> </ul>	<ul style="list-style-type: none"> <li>School's understanding of HSB thresholds are consistent with the local partnership's understanding of HSB thresholds.</li> </ul>	<ul style="list-style-type: none"> <li>There is evidence of inconsistent application of HSB thresholds by staff within the MA partnership.</li> <li>The MA partnership responds to cases of contact HSB. There is not sufficient evidence of the MA partnership's response to cases of non-contact HSB.</li> </ul>