



Contextual Safeguarding: Reviewing Behaviour Logs

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Contextual Safeguarding Behaviour Logs Review

Background

Contextual Safeguarding (CS) is an approach to safeguarding that supports practitioners to recognise and respond to the harm young people experience outside of the home.¹ This behaviour log review guidance forms part of the contextual safeguarding schools assessment toolkit and has been developed by The University of Bedfordshire with Hackney Children and Families Service. This part of the toolkit has been designed to help schools carry out a contextual assessment of harm.

This guidance can be used by schools to help form a broader assessment of risk in the school environment or used on its own. In this toolkit we provide an example behaviour log review form.

The document includes:

- Guidance for reviewing behaviour logs
- Appendix A: Behaviour logs review form

Reviewing Behaviour Logs

Behaviour logs, or safeguarding logs, are databases produced and used by schools to capture young people's behaviour or safeguarding concerns. Different schools use different approaches, formats and platforms/ software in order to do this.

Reviewing behaviour logs provides an opportunity for the schools to review what behaviours are being recorded and recognised, and to consider how these behaviours are being responded to. This process enables schools to identify any particular patterns of behaviours taking place, and/or to establish whether there are any gaps in the information being recorded. Schools should then use this process to address the patterns or gaps identified.

The process can be carried out as a one-off assessment using the following key steps:

1. Identify an appropriate member of staff to carry out the behaviour log review process. This should be a member of staff in the safeguarding team.
2. Ask the Designated Safeguarding Lead for access to the behaviour logs system.
3. Select a number of recent incidents recorded in the system.
4. The identified member of staff should then use a *behaviour log review form*, such as that found in Appendix A, document key information about each incident. The information inputted into the form may need to be anonymised.
5. Once recorded, review what has been captured. Consider the following key questions to identify trends, patterns and gaps about what information is captured and how it is being responded to.
 - What incidents are being recorded?
 - How are incidents generally responded to? (E.g. behaviourally or through safeguarding)
 - What gaps are there?

You can also use the prompt questions in the example *behaviour logs review form* (Appendix A) to assess gaps and capture follow up action points in information recorded.

6. Based on the findings from the review process, consider and assign follow up actions to address any gaps or concerns arising. For example, the database itself may need adapting to capture additional information, or staff might need additional training to improve confidence and ability in recognising and appropriately responding to behaviours.

¹ Visit www.contextualsafeguarding.org.uk for more information.

We would value any feedback you have once you have used this guidance document and resources. Please contact the Contextual Safeguarding Team.

Appendix A: Behaviour Logs Review Form

Use the following table to review a selected sample of incidents recorded in your behaviour log:

Student details (M/F, year group)	Over view of incident	Other students involved	Agency Involvements	Behaviour category (safeguarding / behavioural)	Response (individual s involved)	Response (peer group, whole school, environment)	Actions taken
v							

Key considerations:		
What types of incidents are recorded?		
How are incidents responded to? (E.g. behaviourally or through safeguarding responses)		
What gaps are there?		
Does your behaviour log capture....	YES/ NO	If NO, please outline follow up action
The actions taken in response to the incident(s), with clear indication of who will carry out this action and the status of the action.		
If so, please indicate whether the indicated actions are		
a) appropriate, consistent and in line with safeguarding policies and procedures processes		
b) respond to the root of harm and take action to address school culture if necessary		
Both behavioural and safeguarding incidents		
Different categories of behaviour, including categories to capture harmful sexual behaviours		
Incidents of lower level harmful sexual behaviours, such as sexist language.		
Connections between groups of young people involved in particular behaviours or incidents		
Trends and patterns of behaviours that can be easily identified, for example repeated or escalating behaviours, common behaviours in the school		
Trends and patterns of particular spaces/ localities where incidents are taking place		
Further reflections and follow up actions		

