

	Universal	Universal plus	Complex/High risk
Behaviours/Indicators	<ul style="list-style-type: none"> Young people, and where present, staff and/or other appropriate adults in a context report friendship groups to be supportive and age-appropriate friends Young people state that they feel safe in this context Young people report they are exposed to a range of ideas and opportunities to give them choices about their lives Young people are aware of safeguarding responses Young people and staff (if present) report that sexual behaviour is developmentally appropriate in context Young people report that relationships are socially acceptable, consensual and reciprocal 	<ul style="list-style-type: none"> School has a high rate of fixed-term exclusions or managed moves School has high levels of non-attendance and lateness at school Young people report high levels of bullying, including online Young people are exposed to the selling or use of illegal substances Normalisation of criminal activity/ASB i.e. shoplifting or Public Order Offence in a group Young people hold victim-blaming views Location where there are multiple instances of personal theft Location where young people are exposed to single instances of violence Location where multiple young people congregate during missing episodes leading to harm Location where young people are aware of others carrying weapons and feel compelled to do so themselves Context in which there is underage and problematic alcohol consumption Multiple young people can identify the context as one in which problematic behaviours occur and/or they feel unsafe Peer group or context is one in which a number of young people repeatedly display problematic and harmful behaviours Young people have experienced or displayed instances of sexually inappropriate behaviour and language, including sexual harassment Young people and peers normalise and accept harm and inappropriate behaviour 	<ul style="list-style-type: none"> School has a high rate of permanent exclusion over a long-term period Instances of sexual abuse/violence within school or other context Young people groomed into sexual or criminal exploitation as either victim or instigator at school, through school-based networks or other contexts Non-consensual harmful sharing of sexual images Multiple or a pattern of suicide and/or significant self-harm Young people have been intentionally victimised by peers or adults using significant grooming, coercion or force Peer bystanders in the context actively encourage or normalise highly problematic behaviours (i.e. victimisation, criminality) Young people are exposed to physically violent, highly intrusive behaviours, which may at times appear sadistic in nature Significant harm occurring due to young people avoiding the context/school in order to stay safe A peer group in which serious harmful sexual behaviour takes place Peer recruitment of young people into criminal exploitation at school, in the local area or between students i.e. online Young people commit crimes together causing them imminent or significant risk of harm Young people involved in group sexual offences Highly problematic normalisation of illegal substances Context where a young person is murdered Context in which there is underage and problematic alcohol consumption, alongside other risk factors, e.g. in the presence of adults of concern/at high risk times of day Serious concerns about context where young people carry or are exposed to weapons e.g. knives, guns, acid Serious concerns about young people carrying and using drugs in this context Location in which young people are being repeatedly coerced into criminal or sexual exploitation Location where young people are exposed to adults who pose a risk of significant harm Community disorder i.e. riots/uprising with implications for young people or particular locations of risk
Role of Adults	<ul style="list-style-type: none"> Engagement in a multi-agency approach to safeguarding Appropriate guardianship and oversight is in place Adults and/or peers take an active and consistent approach to being community guardians – and feel equipped and empowered to protect the context Young people feel confident to access multiple trusted adults who provide a protective role within the community Schools consider safeguarding in both the school site and local neighbourhood School has a designated Mental Health lead 	<ul style="list-style-type: none"> The behaviour displayed in the context, and the impact on young people, is primarily viewed as a behavioural/criminal issue rather than a matter for safeguarding Professionals have limited understanding of the level/prevalence of risk due to inconsistent or unusable recording systems Physical location of harmful incidents are not assessed or intervened in following incidents Adults with responsibility only challenge individual behaviours or respond inconsistently when aware of them Adults guardians normalise and accept harmful behaviours 	<ul style="list-style-type: none"> Staff/adults have normalised the behaviour being displayed or blamed those being harmed for what has happened Adults with responsibility hold victim-blaming views Adults with responsibility have failed to identify and/or challenge the behaviours or attitudes which put young people at risk of harm Adults with responsibility are reluctant to engage with partner organisations to address the concerns in this context Place managers have failed to identify and/or challenge the behaviours or attitudes which put young people at risk of harm Adult bystanders in the community actively encourage or normalise the behaviour that has been displayed There are no place managers with identified responsibility/oversight of this context

**Procedural,
systemic**

- School delivers PSHE and RSE
- Safeguarding and referral policies (where relevant) include physical design of space and data to monitor trends
- Placement decisions are made with relational, physical and psychological safety in mind

- Schools respond to incidents in individualised or isolated manner
- School or multi-agency professionals have limited understanding of the level/prevalence of risk due to inconsistent or unusable recording systems
- Policies and procedures which govern the context insufficiently guide the response required to address the issues
- Placement decisions (i.e. custodial arrangements) place young people at risk
- Context is one in which harmful incidents take place
- Where relevant some design/structural elements enable safeguarding issues to go undetected, for example low lighting and overgrown bushes

- There is an absence of policies or procedures to guide practice responses to the context
- Where safeguarding policies exist, they are not adhered to by those responsible for their implementation
- There is an absence of effective behaviour policies
- There is an absence of effective policies supporting emotional wellbeing, positive mental health and resilience