

Behaviour Logs Review

This guidance forms part of the Beyond Referrals audit toolkit and should help schools audit their responses to extra-familial harm¹. This guidance outlines one method that can help a school complete their beyond referrals audit – reviewing behaviour logs.

BEYOND
REFERRALS

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. In some schools behaviour and safeguarding concerns are recorded in one place, in others, two separate systems are used. If two systems are used it is important to review both systems.

Reviewing behaviour logs provides an opportunity for 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 or behaviours taking place, and/or to establish whether there are any gaps in the

information being recorded. Schools should then use this process to complete the audit and address the patterns or gaps identified.

The person that carries out the review should sit within the safeguarding team and have access to both systems. The review should include taking a selection of entries (behaviour and safeguarding) broadly but also selecting a number related specifically to EFH. It is important not to focus specifically only on incidents of EFH as some incidents may not be recorded as EFH (for example lateness, truancy or disruptive behaviour in class) but may be indicators of EFH.

¹ 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 \(s.40, page 25\)](#)

REVIEW PROCESS

Once you read through the logs you may want to take notes, these can be recorded on the template on page 3 (Appendix A). Make sure to redact the notes and do not include any personal details or notes that could identify children.

Consider the following questions:

1 What incidents are being recorded?

Are instances of EFH recorded; for instance, bullying, peer on peer violence, sexual harassment, online abuse, etc.

2 Are actions recorded?

And if so, how are they responded to? (E.g. behaviourally or through safeguarding)

3 What is missing?

Do students report that harm happens but this is not recorded? What are the differences between how behaviour and harm is recorded?

4 Are locations recorded?

Are staff able to, and consistently recording, the locations where harm occurs including online?

5 Are key terms used?

Can staff choose from selected terms, e.g. 'peer on peer violence', 'sexual harassment' etc., and can trends be analysed?

6 What language is used?

How are staff recording incidents? What language is used, does this evidence victim-blaming or training needs. For example terms such as 'making risky choices', 'lifestyle decisions' (to describe involvement in violent peer group), or conflation of behaviour and safeguarding.

This information should be used to inform your audit and action plan.



APPENDIX A: BEHAVIOUR LOGS REVIEW FORM

STUDENT DETAILS

Do not include identifying material (M/F, year group)

OVERVIEW OF INCIDENT

(record language where appropriate)

TYPE OF HARM

ACTIONS TAKEN

OTHER NOTES

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...

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

b considers the welfare and best interest of students involved (those who harm and who have been harmed)

c respond to the root of harm and take action to address school culture if necessary

YES/NO

If NO, please outline follow up action

Different categories of behaviour, including categories to capture extra-familial forms of harm

Incidents of lower level extra-familial harm, such as aggressive 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