Reviewing Behaviour Logs

Behaviour Logs Review

This guidance forms part of the Beyond Referrals audit toolkit and should help schools audit their responses to harmful sexual behaviour (HSB). This guidance outlines one method that can help a school complete their beyond referrals audit – reviewing behaviour logs.

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 related to HSB. It is important not to focus specifically only on incidents of HSB as some incidents may not be recorded as HSB (for example swearing) but may include elements of HSB.

Review process

Once you read through the logs you may want to take notes, these can be recorded on the template below (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 HSB recorded for instance, non-consensual sexual image sharing, harassment, unwanted sexual touching, online sexual bullying.
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 sexual harassment happens but this is not recorded? What are the differences between how racism is recorded and how sexism 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. 'HSB', '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', 'sexually active' (to describe sexual assault), or conflation of behaviour and safeguarding.

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

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Appendix A: Behaviour Logs Review Form

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

Student details – do not include identifying material (M/F, year group)	Over view of incident (record language where appropriate)	Type of harm	Actions taken	Other notes
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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		
b) respond to the root of harm and take action to address school culture if necessary		
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