

Everyone's Safer: insights from action research to prevent HSB in schools



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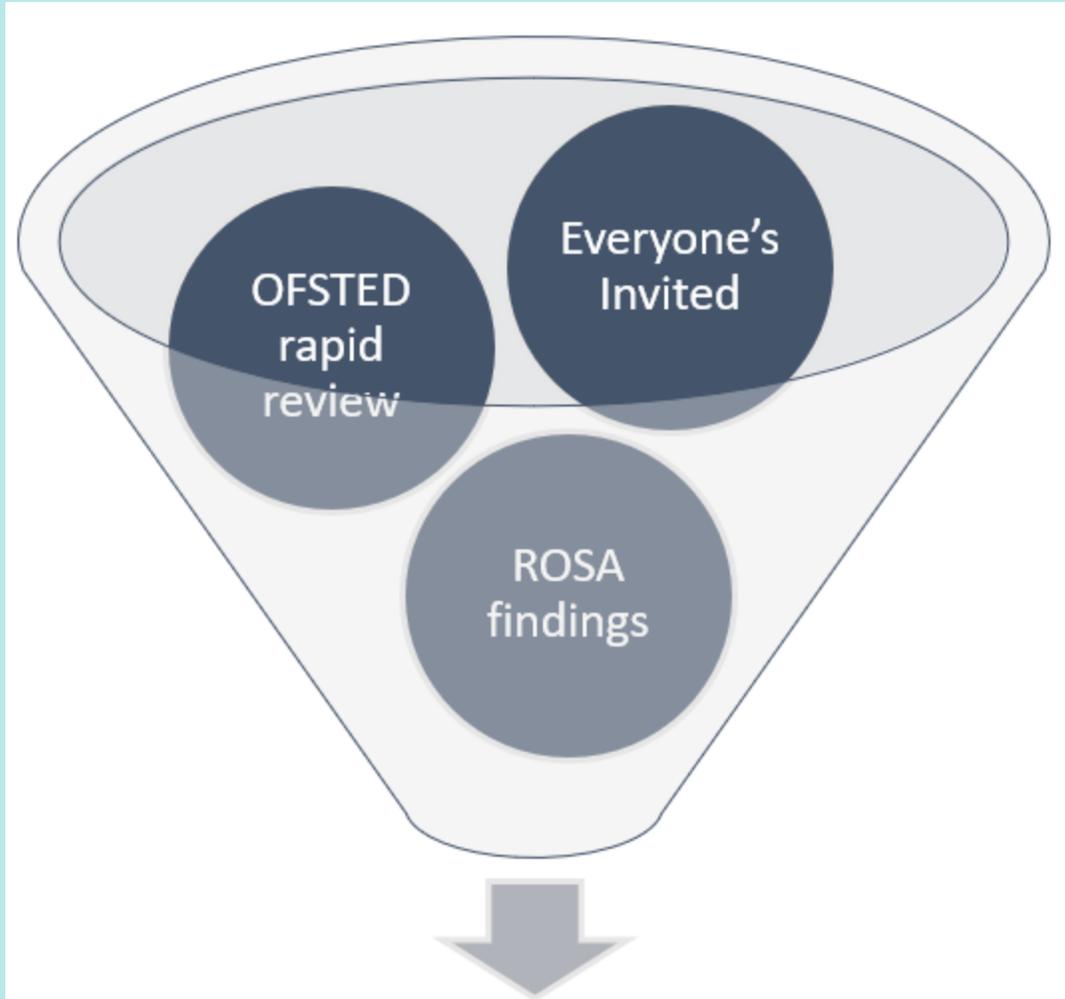
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Workshop aims

By the end of this session, we will have:

- explored the context, research need and project aims
- outlined the research methods
- analysed key findings: cross-cutting themes and promising practice
- discussed conclusions and recommendations
- considered next steps
- addressed any questions

Context, need and project aims



For schools to **RESPOND** well when incidents of HSB occur



To **LEARN** from project evidence and insights to influence education and government strategy



To **PREVENT** HSB and make schools safer places for young people

Research methods



Recruited 10 secondary schools per year – 30 in total



Collaborated with partnership organisations to deliver tailored programmes



Used baseline measures to collect pre- and post- intervention data



Established support mechanisms for schools outside the scope of the research



Conducted initial visits with staff and students to identify key issues



Created new resources for students, staff and parents



Developed engagement plans to deliver bespoke packages of interventions in each school



Built relationships with key stakeholders to disseminate our learning

Key findings: cross-cutting themes for staff

Year 1: recognising the challenge

Staff feeling ill-equipped and isolated
Differences in staff/student perceptions
Concerns for students with additional needs
The 'big three' - nudes, consent, pornography

Year 2: building partnerships and capacity

The need to 'safeguard the safeguarders'
Strengthen active & participatory RSE
Maximise multi-agency partnerships
Shared use of protective behaviours

Year 3: implementing strengths-based strategies

Designing a whole-school public health approach to prevention
Movie from punitive approaches towards reflective & restorative interventions

Key findings: cross-cutting themes for students

Year 1: recognising the challenge

Reporting systems won't be used if not trusted
RSE matters but value depends on the teacher
& style

Want to be part of the solution, not just viewed
as the problem (especially boys)

Year 2: building partnerships and capacity

Bystander education
Empowering meaningful student voice work
Embedding the protective behaviours approach
Co-design active & participatory RSE

Year 3: implementing strengths-based strategies

Student voice to improve school environment
Focus on what is healthy rather than over-focus
on what is harmful
Promote positive masculinity with boys & girls

Key findings: cross-cutting themes for parents

Year 1: recognising the challenge

Concerned with innocence & guilt
Stigma & taboo around HSB issues
Difficulties engaging with school-led parent workshops – low attendance
Lacking confidence to address HSB issues

Year 2: building partnerships and capacity

Develop three-way communication between school, students & families

Year 3: implementing strengths-based strategies

Recognising the unique and vital role of families & supporting them to support their children

Conclusions and recommendations

Conclusion	Recommendation
Teachers & safeguarding leads are on the frontline in tackling HSB & they need ongoing training, support & practical tools	DfE to facilitate workforce development to give staff more time, resources & confidence to tackle HSB in schools
Schools play a vital role in preventing HSB but cannot do so alone. The most promising responses came when schools viewed HSB through a <i>public health lens</i>	Schools are supported to adopt a whole-school, public health approach to HSB, with support from external agencies & policy-level backing
Punitive, zero-tolerance approaches are often ineffective or harmful. Restorative, strengths-based practices can lead to more meaningful behaviour change	Embed restorative approaches within safeguarding & behaviour policies, with safeguards to ensure they remain survivor-centred & proportionate
Boys are often overlooked in HSB prevention efforts, despite playing a key role in both the problem & the solution	Through gender-sensitive RSE & school culture, ensure boys are included constructively & staff are supported to lead these conversations
High-quality RSE, delivered in a consistent, relevant & participatory way, is key to preventing HSB in schools	Strengthen RSE provision through sustained curriculum time, staff training, scenario-based learning & student voice work

Whole-school approach to HSB prevention



Next steps



HSB Prevention training

A one-day training programme to equip safeguarding staff with the knowledge, skills, confidence and support to manage incidents of HSB and to develop whole-school prevention plans.



Permanent school call-back service

A dedicated school call-back service, provided through our Stop It Now helpline, available to all UK schools.



Youth engagement and advocacy work

A two-year programme to deliver and evaluate best practice in young people's participation and change-making



Further research and policy support

We need longer-term research on what combinations of interventions best reduce HSB in schools. LFF will continue to advocate on behalf of schools, students and families to ensure our learning influences government policy and guidance.