Discussion Prompt for Engaging with External Partners

MERSEYSIDE Violence Reduction Partnership

Supporting Safe, Evidence-Informed and Impactful Education Practice Across Merseyside

Merseyside Violence Reduction Partnership



Curriculum relevance & identified need

Key Consideration: *The right intervention, for the right pupils, at the right time.*

1. How does this activity support identified school priorities, PSHE curriculum outcomes, safeguarding priorities, or violence prevention objectives?
2. What evidence, data, pupil voice, or local need demonstrates that this activity is required and likely to benefit young people?
3. Is the activity universal or targeted, and are the intended outcomes clearly defined?
4. Does the activity complement existing provision and avoid unnecessary duplication with other programmes or services?



External provider suitability & safety

Key Consideration: *Is this the right organisation to deliver this content safely, effectively, and credibly?*

1. Is the organisation or facilitator appropriately qualified, experienced, DBS checked, trauma-informed, and safeguarding trained to deliver this content?
2. Are the provider's values, aims, key messages, and motivations aligned with the school's safeguarding, inclusion, and violence prevention principles?
3. Does the provider understand and agree to work within school policies, including safeguarding, child protection, PSHE, behaviour, and referral pathways?
4. Has the provider shared all session content and resources in advance, and has the school reviewed them to ensure they are accurate, age-appropriate, evidence-informed, and do not rely on fear, shock, shame, or sensationalism?



Planning & preparation

Key Consideration: *Have we planned together to maximise impact and minimise risk?*

1. Has joint planning taken place between the school and provider, including clear roles, learning objectives, session content, risk management, and follow-up arrangements?
2. Have the needs of the pupils been considered, including age, developmental stage, SEND, trauma experiences, cultural factors, vulnerabilities, and protected characteristics?
3. Have arrangements been made to support any pupils who may be affected by the content before, during, or after the session?
4. Have relevant staff and, where appropriate, parents/carers been informed about the content, purpose, and support available?

Safe delivery

Key Consideration: *Will pupils feel safe, supported, and able to engage meaningfully in learning?*

1. Will a member of school staff be present throughout the session and take responsibility for behaviour management, safeguarding, and embedding learning?
2. Have clear ground rules and expectations for safe discussion been established and communicated to pupils?
3. Does the delivery promote critical thinking, healthy relationships, help-seeking, and protective behaviours rather than providing instructional, harmful, or potentially triggering content?
4. Are staff able to identify and respond appropriately if a young person becomes distressed, discloses information, or requires additional support?

Avoid

- **Shock tactics**
- **Fear-based messaging**
- **Sensationalism**
- **Glamorising violence**
- **Harmful stereotypes**
- **Instructional content**

Impact & follow-up

Key Consideration: *How will we know this intervention has made a meaningful difference?*

1. How will the impact of the session be measured, including pupil learning, confidence, attitudes, and intended outcomes?
2. Have opportunities been built in for reflection, discussion, pupil feedback, and follow-up learning within the wider curriculum?
3. Does the activity provide clear signposting to ongoing support, trusted adults, and relevant services if pupils require further help?
4. Have arrangements been made to share learning, evaluation findings, and any safeguarding concerns arising from the activity?

What should an effective intervention achieve?

1. Increase safety and wellbeing
2. Build resilience and protective factors
3. Promote healthy relationships and positive decision-making
4. Increase confidence to seek help and support others
5. Reduce vulnerability to violence, exploitation and harm
6. Strengthen connections with trusted adults and support services
7. Contribute to a safer school and community environment

The most important question

How does this intervention help children and young people become safer, healthier, more resilient, and less vulnerable to violence, exploitation and harm?

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