

Life Skills Education - Community Outcomes Framework

Outcome	A. Reduced Early Risk and Harm	B. Stronger Community Norms	C. Safer School-Community Relationships	D. Increased Community Confidence in Prevention	E. Improved Family-School Alignment
What it means...	... Communities see fewer early incidents linked to risk behaviour (e.g. drug use, exploitation, unsafe peer dynamics)	... Communities begin to adopt shared attitudes and expectations around youth safety, behaviour, and responsibility	... Schools are seen as trusted hubs of support and communication between families, services, and young people	... Parents, carers, and residents trust that schools and services are proactive and capable in addressing risks early	... Families and schools work together with a shared language and approach to promoting safety and wellbeing
What we expect to see if the outcome is being met.	A1. Local partners report fewer early signs of youth risk (e.g. incidents, referrals, exclusions).	B1. Youth and families use shared language around risk and responsibility.	C1. Families describe schools as open and responsive to local concerns.	D1. Parents report that schools help prevent problems, not just react to them.	E1. Parents and teachers report greater consistency in values and expectations.
	A2. Pupils and parents report increased awareness and resistance to risk.	B2. Social norms discourage risky behaviour and support safer choices.	C2. Schools collaborate with community services to address local needs.	D2. Community members feel schools are proactive in protecting young people.	E2. Families feel equipped to support what pupils learn about risk at school.
	A3. Community data shows improved safety outcomes among young people.	B3. Young people are more likely to challenge peer pressure or speak out.	C3. There is increased joint planning between schools and local services.	D3. Parents and carers feel they can raise concerns early and be heard.	E3. Schools and families work together on shared prevention goals.
	A4. Fewer young people are referred for serious risk-related intervention.	B4. Communities value and reinforce positive behaviours across contexts.	C4. Local services view schools as effective prevention partners.	D4. Families and local services report strong school communication.	E4. Home conversations reflect programme messages.
	A5. Community feels better protected by earlier identification and response.	B5. Adults and young people share responsibility for maintaining safety.	C5. Schools are active in local networks and shared responses to youth needs.	D5. Local feedback highlights trust in school prevention efforts.	E5. Parents and schools report improved trust and mutual respect.

* We are in the process of developing an updated set of measurement tools to thoroughly assess the impact of our suite of programmes against our stated outcomes. Independent large RCTs (randomised control trials) show that our primary programme is effective against its learning outcomes.

The **Community Outcomes Framework** captures the broader, collective changes that emerge when DAaRT is implemented at scale across schools, families, and pupil cohorts. It reflects the long-term goal of the programme: not just to change individual behaviour, but to help communities become safer, more resilient, and more cohesive.

These outcomes were developed by tracing how changes in pupils, teachers, and parents combine to influence community-level conditions. Data from interviews, survey themes, and community-level indicators—such as early intervention referrals and school–service collaboration—were used to identify the most relevant areas of potential change. The result is a framework that highlights how prevention becomes embedded in a place when consistent messages, relationships, and norms are reinforced across school, home, and community settings.

The Community Outcomes Framework includes five domains that capture measurable or observable change in the wider environment, from reduced early harm to stronger trust in schools as hubs of prevention. These outcomes show how DAaRT, when delivered consistently and collaboratively, contributes to a shared culture of safety and early support.

Importantly, these community-level outcomes align with the statutory duties of local authorities in England. Under the Children Act 1989, local authorities are mandated to safeguard and promote the welfare of children in need within their area. This includes providing services to prevent harm and support children’s development. The Children Act 2004 further requires local authorities to make arrangements to ensure their functions are discharged with regard to the need to safeguard and promote the welfare of children. The statutory guidance Working Together to Safeguard Children outlines how agencies should collaborate to protect children, emphasizing the role of local authorities in coordinating these efforts.

Additionally, Section 507B of the Education Act 1996 places a duty on local authorities to secure, as far as reasonably practicable, sufficient leisure-time educational and recreational activities for young people aged 13 to 19, and those with learning difficulties up to age 24. By implementing programmes like DAaRT, local authorities can fulfill these statutory duties by providing preventive education, promoting well-being, and fostering collaborative efforts to safeguard children and young people.