

Life Skills Education Charity - Whole School Outcomes Framework

Outcome	A. Safeguarding and Pupil Safety	B. Curriculum and Teaching Practice	C. Behaviour and School Climate	D. Transitions and Pupil Progression	E. External Partnerships and Community Engagement
What it means...	... Schools have stronger safeguarding systems and culture, with clearer structures for identifying, reporting and managing pupil risk	... Schools embed life skills education into the curriculum, improving the consistency, quality and relevance of teaching on sensitive issues	... Schools improve behaviour systems, pupil relationships and school-wide ethos, reducing conflict and supporting positive peer dynamics	... Schools provide clear support structures to help pupils move between key stages or reintegrate after absence, exclusion or other challenges	... Schools strengthen collaboration with parents, carers and local agencies to create a joined-up response to pupil wellbeing and risk
What we expect to see if the outcome is being met.	A1. The school can demonstrate consistent procedures for managing disclosures and safeguarding concerns.	B1. The school has mapped LSE content into curriculum planning across year groups.	C1. The school has clear expectations for pupil conduct reinforced by all staff.	D1. The school can identify vulnerable transition points and allocate support early.	E1. The school has regular communication with parents about programme learning.
	A2. Staff have a shared understanding of safeguarding risks linked to substance use, peer influence and exploitation.	B2. Staff are equipped and confident to deliver or reinforce sensitive content.	C2. The school has seen a reduction in conflict or risk-related incidents among pupils.	D2. Pupil data is used to inform reintegration or transition support plans.	E2. External services or partners contribute to the school's life skills delivery.
	A3. The school reviews safeguarding data and uses it to improve staff training or support systems.	B3. The school provides protected curriculum time for life skills education.	C3. Pupils report feeling safe and respected in school surveys or feedback.	D3. Transition planning includes input from pupils and families where appropriate.	E3. The school participates in or leads multi-agency forums or initiatives.
	A4. Safeguarding is part of regular staff CPD and reflective practice.	B4. The school adapts its approach based on evaluation of pupil needs or emerging risks.	C4. Life skills learning is visibly influencing the way pupils interact and resolve conflict.	D4. The school offers specific support for pupils at risk of exclusion or NEET.	E4. The school shares anonymised learning with parents or governors to build trust and transparency.
	A5. The school can evidence a culture of safety, vigilance and early intervention.	B5. Life skills education is included in school development plans or inspection readiness work.	C5. The school has embedded a shared language and values around respect, safety and decision-making.	D5. The school tracks the outcomes of targeted support and uses this to refine its offer.	E5. Parents and external stakeholders feel the school is proactive and transparent in addressing pupil risk.

* 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 **Whole School Outcomes Framework** describes how DAaRT contributes to broader institutional change, helping schools embed a culture of prevention, safety, and shared responsibility. These outcomes go beyond individual classroom practice, reflecting systemic shifts in safeguarding, behaviour management, curriculum coherence, and school–community engagement.

DAaRT supports schools to meet wider improvement priorities by embedding life skills into everyday teaching, strengthening internal safeguarding processes, and building stronger relationships with families and external services. These contributions are closely aligned with Ofsted expectations around pupil personal development, leadership and management, and behaviour and attitudes. Inspectors increasingly look for evidence that schools take a proactive approach to wellbeing, provide a structured curriculum for personal development, and demonstrate joined-up responses to risk. DAaRT helps schools deliver on each of these areas.

The framework was developed by reviewing qualitative and survey data across multiple schools and aligning it with existing school improvement frameworks. It includes five core outcome areas, each with defined indicators that capture how change is taking place at the level of the institution. These outcomes also act as a bridge between changes observed in pupils, parents, and teachers, and the broader community impacts that follow.