#### Self-evaluation form for Safeguarding learners

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| Provider: |

The senior manager should arrange for responses to be provided to the following questions, indicating particular strengths or areas for improvement required in each section. Inspectors will discuss the pro-forma information provided with relevant staff during the inspection. The electronic version of the form will expand to take the text of responses. There is additional space on the final page of the form for further information. This form **must** be signed and dated by the person who provides initial entries.

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| **Policies and procedures** |
| **Evaluate**How effective are your policies and procedures for keeping learners safe?How well are they understood by staff, learners and visitors alike?How well are they implemented? |
| **Your Evaluation** |
| **Evidence**For providers who deal with learners who are under 18, is there a safeguarding policy that reflects the model in Circular 158/2015 Keeping Learners Safe by including sections on:* prevention through the teaching and pastoral support offered to learners;
* procedures for identifying and reporting cases, or suspected cases, of abuse;
* Support to learners who may have been abused.

Are policies and procedures reviewed at least annually?How are learners made aware of the policy and what to do if they have a concern? |
| **Your Evidence** |
| **Evaluate**- How effective are your procedures for managing learners’ complaints?**Evidence**Provide details of * Your anti-bullying or anti-harassment policy;
* How well does it comply with the Human Rights Act 1998 and Equality Act 2010?
* Your complaints policy, and recent management reports.
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| **Your Evaluation and Evidence** |
| **Evaluate**- How effective are your procedures for health and safety?**Evidence**Provide details of * Your health and safety policy.
* How you deal with first-aid, the safety of your learners and learners who may visit from schools and, where relevant, the welfare of learners on extended vocational placements.
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| **Your Evaluation and Evidence** |
| **Evaluate** How well do your arrangements (if any) for the use of physical intervention and restraint reflect those set out in Welsh Assembly Government Circular 097/2013?**Evidence** Do you make use of time-out / withdrawal / seclusion?Provide details of how you* decide whether you require policies about physical intervention and restraint
* record incidents of the use of physical intervention
* monitor the use of physical intervention
* report the use of physical intervention to stakeholders
* provide training for staff in approaches to be used in your provision
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| **Your Evaluation and Evidence** |
| **Staff Training**  |
| **Evaluate**How well do you ensure that staff have the knowledge and skills to implement your safeguarding policies and procedures?**Evidence**Have all staff and volunteers had safeguarding training and is this kept up-to-date with refresher training in accordance with best practice defined by the Regional Safeguarding Board (RSB)?Have the DSP and deputy DSP been trained in inter-agency working and is this kept up‑to-date with refresher training in accordance with best practice defined by the RSB?Are temporary staff, volunteers and newly appointed staff made aware of the safeguarding policy and procedures? |
| **Your Evaluation and Evidence** |
| **Safe recruitment** |
| **Evaluate**- How effective are your procedures for safe recruitment and staff management?**Evidence**. * How consistently do you undertake pre-employment identity and qualification checks?
* Is there a single, central record of recruitment checks available?
* Is it set out in accordance with the guidance document ‘Keeping Learners Safe’?
* Is there a record that all staff appointed after 2002 have a CRB/DBS check?
* Is there a record of those governors who have DBS checks?
* Do the volunteers that work in the provider and who are not supervised have DBS checks?
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| **Your Evaluation and Evidence** |

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| **Safeguarding learners** |
| **Evaluate**- How effective are your procedures for identifying and supporting learners who are victims of abuse?**Evidence**Provide details of * The Designated Senior Person (DSP)
* The deputy DSP if appropriate.
* The nominated Board member responsible for safeguarding?
* Details of how you report safeguarding incidents within your management structure including meetings of board members
* Your most recent safeguarding reports to managers and the board
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| **Your Evaluation and Evidence** |
| **Evaluate**- How effective are your procedures for protecting learners from radicalisation?**Evidence**Describe how the provider keeps learners safe from the dangers of radicalisation and extremismProvide details of * Any anti radicalisation polices including those covering the curriculum, contracting external speakers and venue lettings
* Reporting procedures for any radicalisation concerns
* Curriculum approaches for example on-line safety, current affairs and politics
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| **Your Evaluation and Evidence** |

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| **Curriculum** |
| **Evaluate**How effective is your curriculum for helping learners develop their knowledge and understand of safeguarding and how to keep safe?How effective is it for helping learners keep safe on line?**Evidence**Provide details of * Your arrangements for developing learners’ understanding and awareness of safeguarding issues and developing their resilience through their learning activities?
* How your curriculum deals with health and wellbeing issues such as sex and relationships education, drug and substance misuse etc.
* How your curriculum promotes e-safety, especially how to stay safe online
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| **Your Evaluation and Evidence** |

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| **Additional notes given by the provider** |
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| Senior Manager**Signature**: **Name**: **Date:** Board member where appropriate**Signature:**  **Name**: **Date:**  |

**Version control**

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| **Version** | **Author** | **Date of issue** | **Changes made** |
| 3.0 | Gerard E Kerslake HMI | September 2017 | Update to the previously issued self-assessment tool to reflect the introduction of New Inspection Arrangements (NIA) |