#### Self-evaluation form for Safeguarding and Child Protection

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| School/PRU: **Local authority:** |

The headteacher/principal/teacher-in-charge 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 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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| How effective are the school’s / PRU’s policies and procedures for developing children’s understanding and awareness of how to be safe through the teaching and pastoral support offered to learners regarding:   * Sex and healthy relationships education * Substance and alcohol misuse * Domestic abuse * Sexual violence and exploitation |
| Evidence |
| How effective are the school’s / PRU’s policies and procedures for identifying and reporting cases, or suspected cases, of abuse? |
| Evidence |
| How effective are the school’s / PRU’s procedures for supporting learners who are victims of abuse? |
| Evidence |
| How do leaders ensure that policies and procedures are kept up‑to‑date? |
| Evidence |
| How effective are procedures for the safe recruitment of staff and volunteers? |
| Evidence |
| How effective are the school’s / PRU’s arrangements for providing staff at all levels with appropriate training for safeguarding and child protection? |
| Evidence |
| How effective are the school’s / PRU’s procedures for managing challenging behaviour within the school and while offsite, including on school transport, including:   * Bullying * Physical intervention * Withdrawal and seclusion * Serious incidents |
| Evidence |
| How well does the school / PRU manage pupil absence? |
| Evidence |
| Provide details of how the school / PRU ensures the security of the school site. |
| Evidence |
| How effective are procedures to ensure the health and safety of pupils :   * On the school site * During off site visits * On vocational placements or work experience * Placed with training providers * On school transport |
| Evidence |
| How effective are arrangements to ensure that pupils use the internet safely and know how to stay safe online? |
| Evidence |
| Describe how the school / PRU keeps pupils safe from the dangers of radicalisation and extremism. |
| Evidence |
| How effectively do governors or supervisory boards hold the school / PRU to  account for the quality and effectiveness of its safeguarding policy procedures? |
| Evidence |
| Additional notes provided by the school / PRU |
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| Headteacher  **Signature**: **Name**:  **Date:**  Chair of Governors / management committee  **Signature:**  **Name**:  **Date:** |

**Version control**

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| **Document version** | **Author** | **Date of issue** | **Changes made** |
| 1.0 | Gerard E Kerslake HMI | 10 May 2013 | Update to the previously issued self-assessment tool for schools to reflect changes arising from the Freedoms Act 2012.  This document will be subject to further changes as the Act is rolled out. |
| 2.0 |  |  | Update to the previously issued self-assessment tool for schools to reflect changes arising from Welsh Assembly Government Circular 097/2013.  Keeping Learners Safe 158/2015  Counter Terrorism and security Act 2015 |
| 3.0 |  | September 2017 | Update to the previously issued self-assessment tool to reflect the introduction of New Inspection Arrangements (NIA) |