#### Self-Evaluation Form for Inspecting Safeguarding and Child Protection in LAESCYP

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| **Local authority:** |

The Chief Executive of the local authority should arrange for responses to be provided to the following questions. They apply to all education services for children and young people as defined in the inspection handbook.

Local authorities have responsibilities for safeguarding at three levels in the education services it provides directly or commissions:

* **Strategic** for example *planning; co-ordinating delivery of services; allocating resources; and working in partnership with other agencies*
* **Support** for example *ensuring education providers are aware of their responsibilities for child protection; monitoring their performance; provide appropriate training, model policies and procedures; provide advice and support; and facilitating links and co-operation with other agencies*
* **Operational** for example *by taking responsibility for safeguarding children who are excluded from school, or who have not obtained a school place or who are educated in PRUs or EOTAS; involvement in dealing with allegations of professional abuse; and ensuring arrangements are in place to prevent unsuitable staff and volunteers from working with children*

The self-evaluation should indicate the 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.

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| **How well does the local authority discharge its responsibilities for managing safeguarding and child protection across the education service it provides and commissions?** |
| *Does the local authority have clear policies, procedures and guidance which cover its responsibilities for safeguarding children in the education services it provides or commissions?*  *How well do the policies reflect 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, procedures and guidance reviewed each year?* |
| **Your judgment with evidence which demonstrates good practice and/or areas for improvement** |
| *Does the local authority provide clear guidance to all its education service providers, including its schools, about child protection policies that reflects the model in Circular 158/2015 Keeping Learners Safe, including advice on:*   * *procedures for identifying and reporting cases, or suspected cases, of abuse?* * *support to learners who may have been abused?* |
| **Your judgment with evidence which demonstrates good practice and/or areas for improvement** |

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| *Does the local authority have a designated person for the management and oversight of child protection and safeguarding issues in education?*  *If yes, please provide contact details and management information.*  *What added value does this post bring to the management of safeguarding and child protection in the local authority’s education provision?* |
| **Your judgment with evidence which demonstrates good practice and/or areas for improvement** |
| *How well does the local authority address the specific safeguarding needs of individual children, and in particular looked-after children, in addition to those identified for the general population involved in its education provision?* |
| **Your judgment with evidence which demonstrates good practice and/or areas for improvement** |
| **Management of allegations against staff** |
| *Does the local authority refer and report all incidents of alleged professional abuse to a professional strategy meeting?*  *How well does the local authority ensure providers comply with the guidance for managing staff disciplinaries following such allegations?* |
| **Your judgment with evidence which demonstrates good practice and/or areas for improvement** |

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| **Safe recruitment** |
| *How well does the local authority manage its responsibilities for safe recruitment through pre-employment identity and qualification checks for local authority staff, and for all school staff (including any directly recruited and paid through the school)?*  *Is there a record that all staff appointed after 2002 have a CRB/DBS check?*  *How well does the local authority ensure that there is a record of which governors have CRB/DBS checks, and risk assessments for those who do not?*  *How well does the local authority ensure its education services have robust risk assessments for volunteers that work under supervision in education settings, and which clearly set out criteria for whether they require a CRB/DBS check or not?*  *How well does the local authority know which volunteers working in its education settings on a frequent or intensive basis have up-to-date CRB/DBS checks?* |
| **Your judgment with evidence which demonstrates good practice and/or areas for improvement** |
| **Safeguarding training** |
| *How well does the local authority and the LSCB ensure that:*   * *all staff and volunteers working in education provision have safeguarding training approved by the LSCB and receive training in a timely way?* * *designated staff receive training in inter-agency working?* * *all temporary staff and volunteers are made aware of child protection policies and procedures?* * *all staff are kept up-to-date through regular refresher courses?* * *all training remains appropriate and up to date through regular and robust evaluation?* |
| **Your judgment with evidence which demonstrates good practice and/or areas for improvement** |

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| **Safety and wellbeing of children in local authority education services** |
| *How clear and robust are the local authority’s policies and guidance that address anti-bullying, racist abuse, discrimination and harassment?*  *Do they comply with the Human Rights Act 1998 and Equality Act 2010?*  *How well does the local authority monitor these incidents in its schools?*  *How robustly does it report this to the LSCB and elected members?* |
| **Your judgment with evidence which demonstrates good practice and/or areas for improvement** |
| *How clear and robust is the local authority’s behavioural support policy?*  *How well does the local authority monitor incidents of physical intervention and restraint in its schools?*  *How robustly does it analyse this and where appropriately reports this to the LSCB and elected members?* |
| **Your judgment with evidence which demonstrates good practice and/or areas for improvement** |
| *How clear and robust are the local authority’s guidance on health and safety and off-site activities and its policy for risk assessments?*  *How well does the local authority manage first-aid, drug and substance misuse, sex and relationships education, education visits, internet safety and the welfare of learners on extended vocational placements in its schools and other education provision?* |
| **Your judgment with evidence which demonstrates good practice and/or areas for improvement** |
| **How well does the local authority discharge its duty to work in partnership in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”** |

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| **Additional notes provided by the local authority** |
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**Version control**

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| **Document version** | **Author** | **Date of issue** | **Changes made** |
| 1.0 | Gerard E Kerslake HMI | 10 July 2013 | Update to the previously issued self-assessment tool 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 to reflect changes arising from Guidance 097/2013  Safe and effective intervention.  Keeping Learners Safe 158/2015  Counter Terrorism and Security Act 2015 |