



## Safeguarding Standards and Quality Assurance Self-Assessment for Schools

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This self-assessment tool provides schools with the opportunity to highlight areas of strength, as well as to identify areas for development in respect of their duties and responsibilities for safeguarding children.

### **Working Together 2018**

Everyone who comes into contact with children and families has a role to play. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment.
- preventing impairment of children’s mental and physical health or development.
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- taking action to enable all children to have the best outcomes.

### **KCSIE 2021**

“It is essential that **everybody** working in a school or college understands their safeguarding responsibilities”.

The self-assessment tool is designed to assist schools to self-evaluate their policies, procedures, and activities in relation to safeguarding and will help them to reflect upon their practice, identify strengths and weaknesses and to develop an action plan to further enhance effectiveness.

### Self-Assessed Rag Rating

Rag rating offers an indication of the school's self-perceived achievements against the quality assurance standards. Schools are required to rag rate their achievements against each of the standards. The rag rating is an approximate measure and not an absolute determination. Schools should record and provide justifications for their scaling.

This is an approximate measure and not an absolute determination. The table below gives a guide to what a green, amber and red rating would look like.

<b>Green</b>	The strategic and operational arrangements are in place.
<b>Amber</b>	An organisation's strategic and operational arrangements are partly in place. Examples where policy and practice will be Amber are: <ul style="list-style-type: none"><li>• There is a simple definition of a policy or aspects of practice, but they are not detailed in scope or scale or embedded in routine practice.</li><li>• Policy and practice are embedded but overarching strategic and operational arrangements are lacking.</li></ul>
<b>Red</b>	An organisation's strategic and operational arrangements are not in place, not operational and the organisation needs urgent plans for actions

**Please note that if any piece of work is in development, please state at what stage and what you are doing to develop it/put it in place on the 'What Needs to Happen' column.**

**Senior Management Commitment to the Importance of Safeguarding and Promoting the Welfare of Children and Young People**

Standard/Indicator	Rag Rating (Green, Amber, Red)	Details about the Area of Practice or Process	Anything that Needs Improving/Changing
There is a clear commitment by senior management to safeguarding and there is a clear line of accountability within the organisation for safeguarding.			
Safeguarding is a standing item on all staff/governor meetings.			
Practice within the school is inclusive of pupil/staff and volunteers, parents, and carers.			
The school has named Governors for safeguarding and the school should ensure all Governors know and understand their responsibilities in relation to safeguarding including			

ensuring that filters and monitoring systems are in place for online safety.			
School leaders have appointed a Designated lead and Deputy for safeguarding and the role holder's Job description has been made available to all staff in the school.			
There is a DSL and a deputy DSL with clearly defined roles and responsibilities in relation to safeguarding at an operational level who receive training for their DSL roles every year in accordance with KCSIE.			
All staff including volunteers know and understand that safeguarding is everyone's responsibility and can demonstrate what this responsibility entails.			
Staff, volunteers and contractors (if applicable) are aware of what their			

personal responsibilities are if they are concerned about a child/young person/adult.			
All staff are aware of the Professional Disputes/Escalation policy and know how to use it.			
All staff know the process for making referrals to Customer First and the MASH and are aware of the SSP threshold document and the Professional Consultation Line in supporting this process.			
All staff and volunteers know what the in school safeguarding referral process is and who to contact.			

## Policy and Procedures

<p>The school has an up-to-date safeguarding policy which is reviewed and updated every year and includes a clear equality and diversity statement, outlines how children are protected in the organisation and how the school will support any child/young person who is a victim of exploitation/abuse by giving access to counselling, signposting to services for emotional wellbeing, opportunities to talk and for time out. The safeguarding response to children who go missing from education and details of the local referral procedures for safeguarding concerns and disclosures should also be included in the safeguarding policy.</p>			
<p>The school's safeguarding policy is available and accessible to everyone in the school community including parents and carers, children, and young people as part of the Induction pack to all new staff including non-teaching staff, governors, and volunteers.</p>			

<p>The policy shows an awareness of all possible safeguarding issues including criminal exploitation, County Lines, Missing and Hidden Harm e.g., FGM, Domestic Abuse, Honour Based Abuse, Modern Slavery, online abuse and needs to state how the school will protect children from radicalisation. (Please refer to Working Together 2018 and 'The Prevent Duty', Departmental advice for schools and childcare providers 2015).</p>			
<p>The safeguarding policy and procedures include details regarding information sharing, the obtaining of consent where appropriate and the responsibilities of staff in relation to consent and information sharing.</p>			
<p>There is a policy that outlines the safe use of mobile phones, cameras, and laptops.</p>			

## Recruitment and Induction

<p>The school is following the safer recruitment procedures as outlined in KCSIE 2021. The school should give a brief overview of their safeguarding recruitment process.</p>			
<p>The school provides training on safe recruitment and this is accessible to all staff and governors who have a role in recruiting staff in the school in line with current national guidance.</p>			
<p>Give details of what information is held on the Single Central Record including how often it is reviewed and updated, who has access to it and if there are any gaps and why. Is paper evidence available?</p>			
<p>The school has effective monitoring and auditing processes in relation to recruitment and selection procedures.</p>			



<p>The school has a robust Induction process for new staff, volunteers, governors which includes safeguarding training and their role in safeguarding children and young people in the school.</p>			
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**Complaints, Allegations and Whistleblowing**

<p>The school has guidance on responding to allegations against adults who work with children, families, carers and adults at risk and staff know how to contact the Named Senior Officer for allegations.</p>			
<p>Whistleblowing procedures are in place.</p>			
<p>Systems are in place for children and young people and their parents/carers to make a complaint or raise a concern or allegations about a member of staff.</p>			
<p>Processes for the recording of complaints or concerns are in place.</p>			

<p>The organisation and its staff know about the role of the LADO and the referral process and who and how to contact the DSL about allegations.</p>			
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### **Training and Development**

<p>Arrangements are in place to ensure that training needs are assessed and all staff, including temporary staff, volunteers and any contractors undertake appropriate training to equip them to carry out their responsibilities effectively, and keep this up to date by refresher training at regular intervals. Single and multi-agency training should be available as appropriate.</p>			
<p>Training programmes are kept up to date with current national and local safeguarding priorities and issues for the safeguarding of children including the local Early Help process, referral procedures, indicators of abuse and neglect, peer on peer abuse, mental health, the mandatory reporting duty for FGM as outlined in Annexe B in KCSIE.</p>			

<p>Where appropriate, the recommendations from recent local CSPRs have been incorporated into safeguarding training programmes.</p>			
<p>Staff and managers can recognise exploitation warning signs and risk factors and can access training which addresses how they would refer.</p>			
<p>Safeguarding training is evaluated and feedback from the evaluations is used to inform and develop future training.</p>			
<p>Safeguarding training is available both on a single and multi-agency basis to meet the identified needs of staff, and evaluations are analysed and acted upon.</p>			
<p>Records of attendance are kept of staff who have completed Induction and basic safeguarding training.</p>			

<p>Staff are kept up to date with current CYPs and SSP priorities and agendas e.g. criminal exploitation, County Lines, Prevent, SOS.</p>			
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**Multi-Agency Working, Communication and Sharing Information**

<p>Arrangements are in place to work effectively with other organisations and professionals to safeguard and promote the welfare of children.</p>			
<p>The safeguarding policy and procedures include details regarding information sharing, the obtaining of consent where appropriate and the responsibilities of staff in relation to consent and information sharing.</p>			
<p>National information sharing guidance is being followed.</p>			
<p>Staff and volunteers know about the Private Fostering notification process</p>			

## Safeguarding Records

<p>The school is following the Local Authority guidance on record keeping including the transfer of safeguarding files and records from one school to another in accordance with local and national guidance.</p>			
<p>There is a robust system of recording safeguarding and welfare records. Only factual information is recorded in this system and the recording states dates, the action taken and rationale for action.</p>			
<p>Both hard copies and electronic copies of Child Protection files/records are kept securely. Hard copies are kept in a secure cabinet in a secure room and separately from other information. Electronic copies are kept in a password protected folder.</p>			

### **Online Safety**

<p>An online safety policy is in place which is reviewed annually and outlines the filtering and monitoring systems (online safety should be reflected in the safeguarding policy).</p>			
<p>The school approach to online safeguarding addresses content, contact and conduct.</p>			
<p>An annual review and risk assessment is undertaken on the risks faced by children and the approach taken by the school to address these.</p>			

### **Curriculum and Child Focused Ethos**

<p>Children are protected and feel safe in their school and know what they should do and who to go to if they feel unsafe or if they want to discuss any concerns or worries.</p>			
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All children and young people have a trusted adult in the school with whom they can communicate any concerns or worries.			
Safeguarding is incorporated into the pastoral curriculum. Give details of how this is undertaken.			
A written anti-bullying policy is in place that is easily accessed and available to parents, carers, children and young people, staff, and volunteers.			
A Code of Behaviour is in place and is easily accessed and available to parents, carers, children and young people, staff, and volunteers.			
The online safety policy and guidance and acceptable use policy are available and accessible to children and young people.			

### **Events and Activities**

A risk assessment process is in place for events and activities.			
The organisation can demonstrate that risk assessments are undertaken in advance of events, trips, activities, and holidays that are taking place.			

### **Listening to Children, Young People and Families**

A culture of listening to and engaging in dialogue with children, young people, parents and carers and seeking their views in decision making and the development of services is a part of that culture.			
Where there is a safeguarding concern, children's wishes, and feelings are taken into account when determining what action to take and services to provide.			
Systems are in place to allow children to express their views and give feedback.			



